

ELEMENTARY SCHOOL TEACHERS' OPINIONS ABOUT LISTENING
COMPARED WITH RESEARCH FINDINGS AND
PROFESSIONAL OPINIONS

A THESIS

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Rationale	1
Evolution of the Problem	5
Contribution to Educational Knowledge	5
Statement of the Problem	6
Purpose of the Study	6
Scope and Limitation of the Study	7
Definition of Terms	7
Locale and Period of the Study	7
Method of Research	8
Description of the Subjects	8
Description of the Instrument	14
Operational Steps	14
Survey of Related Literature	15
Summary of Related Literature	21
II. CONSENSUS OF RESEARCH CONCERNING THE MAJOR AREAS OF LISTENING AS AN ASPECT OF THE LANGUAGE ARTS	23
Introductory Explanation	23
Summary and Consensus Regarding Kinds and Levels of Listening	23
Summary and Consensus Regarding Listening Skills	25
Summary and Consensus Concerning Concepts of Listening	26
Summary and Consensus Regarding the Good Listener	28
Summary and Consensus Regarding the Poor Listener	30
Summary and Consensus with Respect to Teachers' Bad Practices in Listening	32
Summary and Consensus Regarding Approaches to Listening Instruction	33
Summary and Consensus Regarding the Instructional Area of Listening	35
Summary and Consensus Regarding Instructional Improvement in the Area of Listening	37
Summary and Consensus Regarding Instructional Equipment for Listening Instruction	41
III. OPINIONS OF THE RESPONDENTS REGARDING LISTENING	42

TABLE OF CONTENTS - Continued

Chapter	Page
III. Continued	
Introductory Explanation	42
Recognition of Kinds and Levels of Listening	43
Prevalence of Kinds and Levels of Listening	44
Importance of Listening Skills	46
Mastery of Listening Skills	47
Importance of Concepts of Listening	50
Activities and Policies Regarding Concepts of Listening	51
Recognition of Poor Listeners	53
Prevalence of Poor Listeners	54
Recognition of Teachers' Poor Listening Habits	56
Prevalence of Poor Listening Among Teachers	57
Recognition of Suitable Approaches for Listening Instruction	59
Teachers' Use of Four Approaches for Listening Instruction	60
Recognition of Characteristics of a Good Listener	62
Prevalence of Good Listeners	63
Recognition of Provisions, Procedures and Practices for Meeting Listening Needs	65
Extent to Which Listening Needs are Being Met	67
Recognition of Means of Improving Instructional Procedures	68
Teachers' Listing of Means of Improving Instructional Procedures	70
Equipment Used by Teachers for Listening Instruction	71
IV. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	74
General Summary of the Research Design	74
Summary of Related Literature	78
Professional Consensus Regarding Listening	78
Findings of the Study	81
Conclusions	86
Implications for Classroom Teachers	89
Recommendations	90
BIBLIOGRAPHY	91
APPENDIX	94

LIST OF TABLES

Table	Page
1. Number and Percentage of Teachers of Various Grades Within the School Represented	9
2. Sex of the Respondents Participating in the Study	9
3. Age Groups of the Respondents Participating in the Study	10
4. Number and Percentage of Respondents Having had Language Arts Training	10
5. Number and Percentage of Colleges Attended by The Respondents	11
6. Locations of Universities and Amount of Graduate Study Reported by the Participating Respondents	11
7. Number and Percentages of Certificates Held by the Teachers of N. B. Forrest School	12
8. Years of Experience of the Teachers of N. B. Forrest School Reported in Numbers and Percentages	13
9. Pupil Loads of the Teachers at the N. B. Forrest School	13
10. Number and Percentages of Teachers Indicating Agreement or Disagreement with Kinds and Levels of Listening	43
11. Teachers' Responses Regarding the Extent of Prevalence of Kinds and Levels of Listening Among N. B. Forrest Pupils	45
12. Number and Percentages of Teachers Assessing Various Levels of Importance to Listening Skills	47
13. Number and Percentages of Teachers Indicating Extent of Mastery of Listening Skills	49
14. Number and Percentage of Teachers Assessing Various Levels of Importance to Concepts of Listening	51
15. Number and Percentages of Listening Concepts Which the Teachers Related to Policies and Activities	52

LIST OF TABLES - Continued

Table	Page
16. Report of Teachers' Agreement or Disagreement with Authorities' Position Regarding the Behavior of a Poor Listener	54
17. Number and Percentages of Teachers Indicating Extent of Prevalence of Poor Listening Among Pupils in their Present Situations	56
18. Number and Percentages of Teachers Indicating Agreement or Disagreement with Teachers' Habits of Poor Listening	57
19. Extent of Prevalence of Habits of Poor Listening Among N. B. Forrest Teachers Responses Given by Participating Teachers	58
20. Number and Percentages of Teachers Indicating Agreement or Disagreement with Four General Approaches for use in Listening Instruction	60
21. Number and Percentages of Teachers Indicating Their Use of Four General Approaches for Listening Instruction	61
22. Number and Percentages of Teachers Indicating Agreement or Disagreement with Qualities which Characterize the Good Listener	63
23. Number and Percentages of Teachers Indicating Extent of Prevalence of Good Listening Among Pupils in their Present Situations	65
24. Number and Percentages of Teachers Indicating Agreement or Disagreement with Means through which Listening Needs May be Met	66
25. Number and Percentages of Teachers Indicating Extent to Which Listening Needs are Being Met through Use of Certain Procedures, Provisions and Practices	67
26. Number and Percentages of Teachers Indicating Agreement or Disagreement with Means of Improving Instructional Procedures	69
27. Number and Percentages of Teachers Listing Activities Used in Present Situation for Instructional Improvement in Listening	70

LIST OF TABLES - Continued

Table	Page
28. Number and Percentages of Teachers Listing Equipment Used for Listening Instruction in their Present Situation	72

CHAPTER I

INTRODUCTION

Rationale.--Zeno, the Greek Philosopher, noted the importance of listening when he wrote that we have two ears and one mouth that we may listen the more and talk the less. Some eight hundred years later, the famous Greek historian, Plutarch, said, "Know how to listen and you will profit even from those who talk badly." In the seventeenth century John Keble, an English poet and churchman, realized the importance of listening when he wrote, "Give us grace to listen well." These historical observations reflect the fact that through the years thoughtful men have appreciated the value of listening.

It cannot be said, however, that general-education literature has been long in its emphasis upon listening as a process. Rather, objective and opinionated writings have emphasized attention which is a necessary condition for listening, but not the process itself. In checking the Education Index as a source in the survey of literature, the writer found that before and including the publishing of Volume III, 1935-38,¹ there was no section on listening; however, eight articles were listed under "Attention." It was not until ten years later in the publishing of VI,² that a section, titled "Listening" appeared; then only fifteen articles

¹

"Attention," Education Index, III, 116-117.

²

"Listening," ibid., VI, 977.

were under that caption. Between nineteen fifty-three and fifty-five¹ a total of thirty-one articles was recorded under the listening caption. This volume indicates that educators had finally become aware of the importance of this facet of communication. The next three-year compilation (1955-57),² lists seventeen general articles on listening, fourteen under the number of articles on listening has grown from eight listed under "Attention" to thirty-eight, under "listening."

This recent surge in writing about listening has not restricted itself to magazines. During the school year, 1956-1957, the most widely used children's newspaper, My Weekly Reader, introduced special listening comprehension tests and activities which appear each month in the teacher's edition. Prior to this time the newspaper had given most of its attention to testing in reading and general current events.

Wagner³ found in a recent survey that elementary and secondary English textbooks as well as curriculum guides revealed that more and more space was being devoted to the listening facet of communication. The content of the guides on listening concerned itself with the basic concepts of listening and suggested activities for improving listening.

This over-whelming focus on listening per se has gradually paved the way for increased attention to its relationship to the total language growth and development of the individual. A prime realization has been the fact that listening is the first in the sequential development of the

¹
Ibid., IX, 759-760.

²
Education Index, X, 802.

³
Guy Wagner, "What Schools are Doing in Developing Listening Power," Education, LXXVIII (December, 1957), 247-252.

skills of communication and the most frequently used language art. In the beginning all learning takes place through listening. Speaking and listening go "hand in hand;" there can be no speaker without a listener or a listener without a speaker. Reading is enjoyed more when it is shared with others through reporting, discussion, storytelling or dramatizations. Reports are often written after listening to discussions and speeches. Listening is the narrative thread that ties all the other language arts together.

For many years, teachers, administrators, and laymen have agreed upon the importance of the language arts in the public schools of our nation. Long have they recognized the obligation of all concerned to do everything possible to promote effective teaching of these subjects in our schools. Despite this wide acceptance of the significant role of language arts in American life, today there is a growing feeling among educators that language arts teachers are failing in their tremendous responsibility to American youth. Several factors have contributed to this point of view.

The mass media of communication which have been wrought by the twin factors, science and technology, have made this mid-century period one of transition. The impact of communication changes is not only being felt in the classroom; the entire world is experiencing the pervasive effects of mass communication. Many things that make up life are in a flux. Not only are maps being changed, national boundaries erased, old cultures and forms of government dissolved, but whole peoples are faced with basic changes in their ideals, standards of morality, and their patterns of behavior and communication.

Nichols¹ states that in this age of the spoken word, it is no longer

1

Ralph G. Nichols and Leonard A. Stevens. Are You Listening? (New York: McGraw Hill Book Co., Inc., 1957), p. 221.

wise to allow our children to proceed through school with little or no formal attention to listening. Our educators, in the not too distant future, are certain to find ways of including listening training in their curriculums.

Cypreansen¹ believes that teachers are becoming more aware of the need to teach children to listen. The teacher can help the child to overcome poor listening habits by teaching him, on his level of understanding, better ways of listening. Listening training need not be introduced as "another subject to be squeezed into the curriculum." Effective listening can be taught in conjunction with any subject. Teachers should teach the child to have a purpose in listening. He should be helped to know what he is listening for and to understand and remember more of what he hears.

All teachers must today give primary attention to the development of the attitudes and habits which promote effective co-operative living and world citizenship. Teachers in the language arts have, in addition, a unique responsibility for developing these skills and habits which make it possible for different minds to meet on a common ground of identical human experience.

In addition to the fact that young children obtain a great deal of their information through auding, the ability to listen is important because children are expected to listen during so much of the school day. One research worker² visited schools in forty-two states in order to

¹
Lucile Cypreansen, "Listening as a Skill," Childhood Education, XXXVII (February, 1961), 269-270.

²
Miriam E. Wilt, "A Study of Teachers' Awareness of Listening As a Factor in Elementary Education," Journal of Educational Research, Vol. XLIII (April, 1960), p. 627.

ascertain how much of the elementary pupil's day was spent in listening situations. It was learned that children were expected to listen to one thing or another 57.5 per cent of the school day. At the kindergarten primary level the median amount of time presumably is well over 60 per cent since so many of the daily activities revolve around the spoken word.

As long as individuals differ among themselves there will be reasons for educational workers to share with each other in efforts to find approaches and procedures best suited to varying needs, interests and abilities of pupils and students. It was with this idea in mind that the writer sought the opinions of a selected group of teachers in this important area of learning. It was hoped that the opinions so given in this study would indicate the conditions that prevailed and on the basis of the findings offer a lead to recommendations for eliminating undesirable practices in the area of listening.

Evolution of the Problem.---The writer served as a special teacher of corrective reading for two years at the school where she is presently employed. It was noted at this time that much of the difficulty among retarded readers was due to poor listening habits. Pupils did not perform well in writing, speaking, listening and reading. The writer felt that perhaps too little emphasis had been placed on the use of these skills and that the teaching of them should be approached more scientifically. It was the hope of the writer that the results of the research on this problem would make teachers conscious of the need for evaluating and improving methods of teaching and of correlating the basic skills with other subjects as the need arises.

Contribution to Educational Knowledge.---The data gathered and interpreted in this study should be beneficial in the following manner:

1. Create an awareness of the developmental nature of listening and of the contributing factors influencing it.
2. Reveal areas in listening where teachers' reactions might be indicative of strengths and weaknesses.
3. Present information that will aid teachers in planning listening programs for their pupils.

The specific situation and the survey of literature indicated definite possibilities for the significance of this study. It should be of value to elementary teachers in its suggestions of ways for training and developing listening abilities. Because of limited research at this level it should be of value to the literature in the general area of listening and in the more specific phase wherein the potentialities for its development are approaching maximums.

Statement of the Problem.--The problem involved in this study was to determine the extent to which a selected group of elementary school teachers' opinions concerning the nature and development of listening were in accord with research findings and best pedagogical writing.

The Purpose of the Study.--The general purpose of this study was to determine the thinking undergirding the program of listening in the Nathan B. Forrest School, Atlanta, Georgia. More specifically the purposes were:

1. To determine the viewpoints held by teachers in each of the following areas:
 - (a) The kinds and levels of listening as identified by teachers
 - (b) Listening skills which are important to the learning process as identified by teachers
 - (c) Concepts of listening as identified by teachers
 - (d) Causes of poor listening habits as identified by teachers

- (e) Characteristics of good listeners as identified by teachers
 - (f) Effective procedures, practices and provisions for listening instruction as identified by teachers
2. To compare findings with research and best pedagogical writings.
 3. To draw implications and recommendations for improvement in the teaching of listening in the school studied.

Scope and Limitation of the Study.--This study was conducted at the Nathan B. Forrest Elementary School, Atlanta, Georgia; therefore, conclusions derived probably would apply only to this school and the thirty teachers studied.

Data which formed the basis for this study were obtained through a questionnaire and, therefore, this study was subject to all the limitations of the questionnaire-type study. The questionnaire restricted itself to general aspects in the teaching of listening and not to specific procedures followed by teachers.

Definition of Terms.--The terms significant to this study are as follows:

1. The term, "listening" refers to hearing, understanding and remembering.¹
2. The term, "auding" according to Caffrey,² is the process of hearing, listening to, recognizing, and interpreting or comprehending spoken language.

Locale and Period of the Study.--The locale of this study was the

¹
Ralph G. Nichols, "He Who Has Ears," Journal of National Education Association, XLV (January, 1956), p. 15.

²
John Caffrey, "An Introduction to the Auding Concept," Education, LXX (December, 1949), p. 34.

Nathan B. Forrest Elementary School, Atlanta, Georgia, at which there are thirty teachers and approximately nine hundred fifteen pupils. The school is located in the north east section of Atlanta and it is situated in a community with inhabitants of divided economic status. Some large percentage of the community is composed of home owners with rather desirable type occupations. However, a large percentage of the children who attend the school come from poor environments, often occupying apartment dwellings and poorly kept homes which they rent. It is not strictly a residential section as a large portion of it is occupied by stores, industries, hospitals, and theaters. The study was conducted during the school term 1960-61, during the months of April, May and June.

Method of Research.--The descriptive Survey Method of Research, utilizing the specific technique of the questionnaire which was supplemented with personal interviews, was used to collect the needed data to fulfill the expressed purpose of this study.

Description of the Subjects.--The subjects used in this study were the thirty elementary teachers of the Nathan B. Forrest School. Of the thirty teachers, two were teaching the kindergarten; nine were teaching first and second grades; eight were teaching in the third and fourth grades; and six were teaching the sixth and seventh grades. Three teachers were teaching special classes in art, sight saving and the Librarian.

Table 2 shows that out of the thirty respondents, only three were male. While it is true, in general, that the percentage of female teachers is considerably higher than that of male teachers, it is also true that the greater portion of male teachers chose secondary education.*

*An informal interview revealed that the male respondents were in elementary education chiefly because at the time of their appointment, this was the area with the most vacancies.

TABLE 1

NUMBER AND PERCENTAGE OF TEACHERS OF VARIOUS GRADES
WITHIN THE SCHOOL REPRESENTED

Grade Levels	Number	Percentage
Kindergarten	2	6
First	3	10
Second	3	10
Third	4	13
Fourth	4	13
Fifth	5	16
Sixth	3	10
Seventh	3	10
Special (art, sight saving, Librarian)	3	10

TABLE 2

SEX OF THE RESPONDENTS PARTICIPATING IN THE STUDY

Sex	Number	Percentage
Male	3	10
Female	27	90

Table 3 shows that fourteen of the respondents were thirty years old or under. Eight teachers were twenty-five or under. Eight teachers were above the age of thirty-five. Therefore, the majority of the teachers was comparatively young.

TABLE 3

AGE GROUPS OF THE RESPONDENTS PARTICIPATING IN THE STUDY

Age	Number	Percentage
25 or under	8	26
35 or under	14	46
Above 35	8	26

Table 4 shows that ten teachers had had special courses in language arts.

TABLE 4

NUMBER AND PERCENTAGE OF RESPONDENTS HAVING HAD
LANGUAGE ARTS TRAINING

Yes or No Responses	Number	Percentage
Yes	10	33
No	20	66

Table 5 shows that nine of the respondents attended Clark College; nine attended Morris Brown College; seven attended Spelman College; two attended Fort Valley College; one attended Paine College; one attended Alabama State College; and one attended Allen University. The majority of the teachers attended colleges in Atlanta, Georgia.

Table 6 shows that ninety per cent of the teachers had done work beyond the undergraduate level. Of the graduate schools attended, Atlanta University ranked first with seventy per cent of the respondents having

TABLE 5

NUMBER AND PERCENTAGE OF COLLEGES ATTENDED
BY THE RESPONDENTS

Name of College	Location	Number	Percentage
Clark College	Atlanta, Ga.	9	30
Morris Brown	Atlanta, Ga.	9	30
Spelman College	Atlanta, Ga.	7	23
Paine College	Augusta, Ga.	1	3
Fort Valley College	Fort Valley, Ga.	2	6
Alabama State	Montgomery, Ala.	1	3
Allen University	Columbia, S. C.	1	3

TABLE 6

LOCATION OF UNIVERSITIES AND AMOUNT OF GRADUATE STUDY
REPORTED BY THE PARTICIPATING RESPONDENTS

Graduate Study	Location	Number	Percentage
Atlanta University	Atlanta, Ga.	21	70
New York University	New York, N. Y.	2	6
Columbia Teacher's College	New York, N. Y.	2	6
Butler University	Indianapolis, Ind.	1	3
University of California	Los Angeles, Calif.	1	3
One semester		7	56
Two semesters		2	6
More than two semesters		6	20
Master's Degree		1	3
Doctor's Degree		0	0

attended this university. Fifty-six per cent had had one semester of graduate credit, twenty per cent had had more than two semesters, and only one teacher had a Master's degree. None of the respondents had studied above the Master's degree.

Table 7 shows that nineteen or sixty-three per cent of the respondents held professional certificates based on four years of college work; ten or thirty-three per cent had life professional certificates for the elementary school level. Three teachers had both elementary and high school life certificates. Two of the teachers had previously taught in the high school. Since sixty-six per cent of the respondents prepared themselves for work on the secondary level, it had been necessary for those persons who obtained positions on the elementary level to return to graduate school and do elementary work for the purpose of revising certificates.

TABLE 7

NUMBERS AND PERCENTAGES OF CERTIFICATES HELD BY THE
TEACHERS OF NATHAN B. FORREST SCHOOL

Type Certificate	Number	Percentage
D. T. 4	10	33
T. 4	19	63
T. 5	1	3
H. S. (Life)	4	13

Table 8 shows that the experience of the teachers ranged from one year to ten or more. Since the majority of the teachers are comparatively young it stands to reason that the majority of the teachers have taught less than ten years.

TABLE 8

YEARS OF EXPERIENCE OF THE TEACHERS OF NATHAN B. FORREST
SCHOOL REPORTED IN NUMBERS AND PERCENTAGES

Years of Teaching	Number	Percentage
1	5	16
2	4	13
4	4	13
5	1	3
7	3	10
8	3	10
9	1	3
10 or more	9	30

Table 9 shows that the pupil loads of the respondents ranged from twenty-eight to forty-three. The largest teaching load was in the kindergarten. The teachers with thirty pupils or less were occupying very small rooms which were being temporarily used because of overcrowded conditions in the school. In September of the following year it was expected that sixteen additional rooms would alleviate this problem.

TABLE 9

PUPIL LOADS OF THE TEACHERS AT THE NATHAN B. FORREST SCHOOL

Pupil Loads	Number	Percentage
28	4	13
29	2	6
30	1	3
31	1	3
33	4	13
34	3	10
35	2	6
36	5	16
37	3	10
39	1	3
43	1	3
Special Teachers	3	10

Description of Instrument.---The questionnaire used in this study was designed specifically to secure the necessary data concerning the teachers' opinions about listening in the following areas:

1. Kinds and levels of listening
2. Listening skills
3. Concepts of listening
4. Behavior of poor listeners
5. Habits of listening practiced by teachers
6. Four approaches in the teaching of listening
7. Characteristics of a good listener
8. Provisions and practices for meeting listening needs
9. Ways of improving listening
10. Equipment used for teaching listening

The questionnaire was further designed to include suggestions from authorities concerning data related to the problem. The questionnaire was designed and validated as follows:

1. Very careful formulation by the writer and arrangement into sections dealing with the major areas of the study.
2. Submission to experts for advice and correction.
3. Consideration of criticisms made by persons similar to the respondents.
4. Duplication of the questionnaire in its final form.

A copy of the questionnaire appears in the appendix.

Operational Steps.---The necessary steps for developing this study proceeded as follows:

1. The necessary permission was secured from the proper authorities of the Atlanta Public School System.

2. The literature related to this study was reviewed, summarized and presented in the thesis in the proper captions.
3. A questionnaire was designed to emphasize the major areas in the subject concerned.
4. Copies of the questionnaire were sent to the thirty teachers at the N. B. Forrest School.
5. The data collected were assembled into appropriate tables as a basis for analysis and interpretation.
6. The findings were summarized, conclusions drawn, and recommendations were formulated.

Survey of Related Literature.--The survey of related literature pertinent to this study is organized under the following captions: (1) Definitions and concepts of listening, (2) Training and developing of listening abilities, and (3) Research related to the present study.

Writers are not in agreement on the definition of listening. Nichols¹ says that listening is hearing, understanding and remembering. Barbe and Myers² define listening as the process of reacting to, interpreting and relating the spoken language in terms of past experiences and future courses of action.

Brown³ says that listening means to direct attention to something. He further states that to aud means to hear, understand and interpret

¹
Ralph G. Nichols, "He Who Has Ears," Journal of National Association, XLV (January, 1956), 15.

²
Walter B. Barbe and Robert M. Myers, "Developing Listening Ability in Children," Elementary English, XXXI (February, 1954), 82.

³
Don Brown, "Teaching Aural English," The English Journal, XXXIX (March, 1950), 128.

spoken English.

In an effort to elaborate their conception of listening, Barbe and Myers¹ state that the following are some of the more important concepts of listening:

Listening is an effective way of learning.

Listening ability is governed by physical, mental and emotional status of the individual.

Listening is an acquired skill, and growth advances in an orderly fashion through developmental levels.

Listening is said to be of three kinds: appreciative, critical and discriminative.

There must be a purpose for listening and this purpose governs how we listen.

Listening, forming associations, and responding with items from his own experience rather than reacting to what is presented.

Listening and expressing some reactions through questions and comments.

Listening with evidence of genuine mental and emotional participation.

Listening with a real meeting of minds.

Fessenden² says that the teaching of listening should tend to encourage variation in levels, flexibility for shifting of levels, and the choice of the most appropriate level for the specific occasion. He lists seven levels toward which training can be directed. His first three levels bring that which we hear to a point of usefulness. The first level which he identifies is that in which we learn to isolate sounds, ideas, arguments,

¹

Barbe and Myers, loc. cit.

²

Seth A. Fessenden, "Levels of Listening--A Theory," Education, LXXV (January, 1955), 289-291.

facts, organization and the like. His second level is that in which we learn to identify or give meaning to those aspects which we have isolated. The third level is identified as that in which we learn to integrate what we hear with our past experiences. His fourth level is that in which we learn to inspect the new and the general configuration of the old data. It is at this level that we begin to evaluate. The fifth and sixth levels have much in common. At the fifth level, Fessenden states that we learn to interpret what we hear. At the sixth level we learn to interpolate comments and statements that we hear. In our listening we give to the speaker the meanings that we think he is trying to indicate, and we can give only that which we possess. At the seventh level Fessenden's theory is that we learn to introspect as well as to listen.

Reasons for teaching listening have been given by several writers. Mersand¹ states that listening should be taught because the spoken word is becoming more and more the powerful medium of communication. Strickland² believes that children need to learn to listen effectively. In this same line of thinking, Herrick and Jacobs³ state that there are no patterns to be bought or tricks to be taught. Teaching listening is not an extending but an enriching process. It will necessitate deleting activities that are not effective learning procedures and utilizing each and every "worthwhile" oral language experience for a framework in which to increase skill in

¹ Joseph Mersand, "Why Teach Listening?," The English Journal, XI (May, 1955), 260.

² Ruth G. Strickland, The Language Arts in the Elementary School. (Boston: D. C. Heath and Co., 1957), p. 114.

³ Virgil E. Herrick and Leland Jacobs, Children and the Language Arts (Englewood Cliffs: Prentice-Hall, Inc., 1955).

listening. From the above statement the role of the teacher, as a good listener is an important one. There is a need for the teacher to analyze her own listening habits, after which she may become increasingly aware of the factors which influence children's listening. Since children learn through imitation it is necessary for the teacher to be a good listener. If the teacher listens attentively and politely, the children are more likely to listen the same way.

There is a limited amount of recorded research in listening on the elementary level. Caffrey,¹ Brown,^{2, 3} and others have done research on the secondary and college levels. Their findings show that listening is as amenable to training as reading.

Walker⁴ reported that the elementary, junior and senior high schools of Nashville were involved in a study in the improvement of listening and reading. The listening tests were devised to test the following abilities: (1) to get the main ideas; (2) to use context clues; (3) to catch general significance; (4) to understand sequence; (5) to note details; and (6) to draw conclusions or inferences. The results of the study are as follows:

1. Individual differences in ability in listening seem to be as wide as they are in reading.

¹
John Caffrey, "Auding Ability at the Secondary Level," Education, LXXV (January, 1955), 303-310.

²
James L. Brown, "Can Listening be Taught?" College English, XV (February, 1954), 290-291.

³
James L. Brown, "How Teacheable is Listening?" Educational Research Bulletin, XXXIII (April, 1955), 85-93.

⁴
Lalla Walker, "Nashville Teachers Attack the Problem of Listening," Education, LXXV (January, 1955), 345-347.

2. The results in listening seem to be somewhat higher in reading in the elementary grades.
3. Listening for the main idea ranks first among the six listening abilities tested at the elementary level.
4. Listening for general significance (closely related to the main idea) ranks first at the secondary level.
5. Listening for details and drawing inferences and conclusions are consistently low at all levels.
6. Listening for sequence is the lowest of the abilities at the elementary level.

Hollow¹ reports that six hundred two fifth graders in sixteen parochial schools participated in an experimental study in the improvement of listening comprehension. Half of the schools were used in the experimental group and the other half in the control group. Both groups were given achievement battery tests, intelligence tests and Form A of the devised listening test. After these tests, the experimental group developed a set of standards for listening. Results of the research showed that the listening skills of the fifth grade experimental group were appreciably improved by the planned program of instruction; the pupils with low, average and high intelligence quotients benefited substantially.

Elliff² quotes Ralph C. Nichols' list of Eight Significant Listening Habits as they appeared in the June, 1949 issue of the Chicago School Journal. The habits appear to involve: (1) maintaining an awareness of one's own motives in listening; (2) sharing with the conveyor responsibility for communication; (3) arranging favorable physical conditions for

¹
Sister Mary Kevin Hollow, "Listening Comprehension at the Intermediate Grade Level," Elementary School Journal, LXI (December, 1955), 158-161.

²
Gertrude Elliff, "A direct Approach to the Study of Listening," The English Journal, XLVI (January, 1957), 21-22.

listening; (4) exercising emotional control during listening; (5) structuralizing the presentation; (6) striving always to grasp the central ideas in the presentation; (7) exploiting fully the rate differential between thought and speech; and (8) seeking frequent exercises in listening to difficult expository material.

In the January, 1955 issue of Education, Nichols¹ had revised the eight listening habits to ten and called them components of effective listening. The revision is as follows: (1) previous experiences with difficult material; (2) interest in the topic at hand; (3) adjustment to the speaker; (4) energy expenditure of the listener; (5) recognition of central ideas; (6) adjustment to the abnormal listening situation; (7) adjustment to the emotion-laden words; (8) adjustment to emotional rousing points; (9) utilization of notes; and (10) reconciliation of thought speed and speech speed.

The writer believes that Nichols realized the importance of the listener's physical condition when he added item four in the revision. He suggests that listeners (1) get more sleep; (2) quit storing up problems; (3) give prior thought to the topic; and (4) behave like listeners. Nichols says that efficient listening is hard work. In his revision he took the fourth habit exercising emotional control during listening, and divided it into the following components: (1) adjustment to emotion-laden words; and (2) adjustment to emotional-rousing points. The writer thinks that Nichols was aware of the importance personality plays in one's ability to listen.

Stromer² defined a good listener in terms of personality when he

¹Ralph G. Nichols, "Ten Components of Effective listening," Education, LXXV (January, 1955), 292-302.

²Walter F. Stromer, "Listening and Personality," Education, LXXV (January, 1955), 322-325.

wrote that a good listener has a wide range of interest; respects other people and their ideas; knows how to delay reaction; understands his own attitudes and beliefs well enough that he does not need to jump to their defense, even silently when he hears ideas conflict with his own; and his sense of security and belonging is strong enough that he can afford to be silent, and does not need to interrupt the speaker, nor try to deminate the conversation in a group.

Wilt¹ lists the following as legitimate reasons for boys and girls or anyone else to listen: (1) for information (2) for directions and descriptions (3) to enjoy some esthetic experiences (4) to evaluate what a speaker is saying, and (5) to evaluate the speaker's way of saying it.

Williams² concluded, in a study of ways of improving listening through special methods and techniques, that of the two groups tested, the group that received training in listening made twice as much gain as the other group. It seems safe to conclude, therefore, that systematic training tends to accelerate listening development.

Summary of Related Literature.---The summary of related literature pertaining to the problem of this research is to be found in the abstracted statements below:

1. Listening is the process of reacting to, interpreting, and relating the spoken language in terms of past experiences and future courses of action.

¹
Miriam E. Wilt, "What is Your Listening Ratio," Elementary English, XXVI (May, 1949), 262.

²
Maurice Mitchell Williams, "Improvement of Listening Through Special Methods and Techniques," (unpublished Master's Thesis, School of Education, Atlanta University, 1958), p. 20.

2. Some of the important concepts of listening are:
 - (1) Listening is a way of gaining information
 - (2) Listening ability is governed by physical, mental and emotional status of the individual;
 - (3) Listening has very definite developmental levels, and
 - (4) There must be a purpose for listening and this purpose governs how we listen and on what level we listen.
3. Five important habits of listening are: sharing with the speaker the responsibility for communication; maintaining awareness of one's own motives for listening; exercising emotional control, arranging favorable physical conditions for listening; and striving always to grasp the control ideas in the presentation.
4. Factors necessary for effective listening are a relaxed, quiet atmosphere and a comfortable physical setting; interest in the subject at hand; and a purpose for listening.
5. A good framework for listening involves planning, executing and evaluating.
6. There is a need for the teacher to analyze her own listening habits, after which she may become aware of the factors which influence children's listening.

CHAPTER II

CURRENT CONSENSUS CONCERNING THE MAJOR AREAS OF LISTENING AS AN ASPECT OF THE LANGUAGE ARTS

Introductory Explanation

In accordance with the purposes of the study, the writer sought to find out what research findings and general professional materials indicated concerning the major areas of listening. In the sections that follow, the first part of each discussion summarizes all specific ideas ascertained regarding the area, and the second attempts to focus upon what seemed to be the prevailing consensus. It was realized that, unlike the other language arts, the materials of listening are far from crystalization regarding anything beyond the importance of the skill. This paucity of material means, therefore, that these ideas were psychologically and pedagogically sound enough to form an appropriate and valid background against which the reactions and opinions of the subjects of this study might be examined. The present chapter presents this background.

Summary and Consensus Regarding Kinds and Levels of Listening

Both studies and professional writing have shown rapid increase in efforts to define levels and kinds of listening. At many points these descriptions have formed the basis for planned activities in the area of listening.

Summary of Major Ideas Concerning the Kinds and Levels of Listening.--Listening and speaking go hand in hand; it is almost impossible to

deal with one without the other. Listening is intake which is concerned with expansion of the self while speaking is the outgoing, expression aspect.

Children come to school varying greatly in their ability to listen. The skill they have attained is the product of their environment and their experience, influenced, of course, by auditory acuity and mental capacity. Interest plays a large and significant part in learning and in achievement. If a child's environment has awakened interests and his curiosity has been fed, he can enter into new interests and expand old ones with zest and energy. If he has had opportunity to develop few interests or has found little help in satisfying his curiosities, his mind may not reach out for new listening and learning experiences. The list of kinds, levels, and types of listening progresses from less mature to more mature levels and includes:

Little conscious listening and then only when interest is closely related to the self; easily distracted by people and things in the environment.

Half listening: holding fast to own ideas and waiting to insert them at the first opportunity.

Listening passively: apparent absorption but little or no reaction.

Off again-on again listening: mentally entering into what is said if and when it is closely related to own experience.

Listening: responding with items from own experience as result of associations brought to mind.

Listening: some reactions through questions or comments.

Listening: some genuine emotional and mental participation.¹

Consensus Regarding this Area.--One finds in children's responses a number of kinds, levels, and types of listening. All of these types of listening are found among adults as well as children. Probably every

¹

Ruth G. Strickland. The Language Arts in the Elementary School. (Boston: D. C. Heath and Co., 1957), pp. 118-119.

individual responds at times in each of these ways, depending on his interest, his knowledge of the subject, his attitude toward the topic or the person speaking, and his physical and emotional condition at the time.

Summary and Consensus Regarding Listening Skills

According to best thinking in the field, listening skills which are important in the learning process include many varied activities. Pupils utilize a wide variety of listening skills during the school day.

Summary of Major Ideas Concerning Listening Skills.---Listening skills which are important in the learning process include:

Listening to detect likenesses and differences in the sounds of letters

Listening in order to understand instructions

Listening to follow a sequence of ideas

Listening in order to answer questions

Listening to understand relationships

Listening to detect the main idea in a paragraph

Listening for supporting details

Listening for enjoyment, to interpret literature

Listening to predict outcomes

Consensus Regarding this Area.---To make the greatest improvement in listening skills, children should realize that to think as they listen must be improved. Listening improvement will result in learning improvement only if children are ready to listen, know why they are to listen, purpose to listen well, and know how to do it most efficiently.

Summary and Consensus With Respect to Concepts of Listening

One reason for the lack of status of listening in the school is that

it is not readily identified with any one of the traditional areas of language study. Though listening is neither a speech activity nor an English activity, as these activities are defined; it is a communication activity equal in importance and extricably related to all of the other communicating activities.

Summary of Major Ideas Concerning Concepts of Listening.--Listening is an effective way of learning. The teaching of listening as a communication skill is important because listening is the major medium of learning. More of our daily communicating time is spent in listening than in any other communicating activity. The evidence is overwhelming that without specific training we do not develop listening skills that are adequate to meet the needs of modern life. Listening is an acquired skill and growth advances in an orderly fashion through developmental levels. There are levels of listening through which children progress. The first level is that of identification in which pupils recognize simple objects. Next, there is the level of interpretation. The objects are interpreted in terms of their functions. Finally, with more mature powers of observation one reaches the level of description. The object is thus (1) identified (2) described not only as to use but also with respect to such concepts as its material, age, color or location.

There must be a purpose for listening. The particular techniques to be used by the listener are determined in part by his purpose, the purpose of the speaker, and the nature of the message and of the learning situation.

Listening is a background for speaking, reading and writing. It corresponds to reading in what it demands of an individual, though it utilizes oral symbols and sounds, while reading utilizes marks on a surface.

Listening and reading are both mental processes calling for thought and reaction. As one listens, he recognizes sounds that are familiar, puts into them meaning from his own experience, reacts to or interprets them, and integrates them within his own knowledge and experience. Listening and reading differ in some respects. As one listens to a person speaking, the reaction and interpretation he gives to his words are colored by the attitude, the facial expression, voice, and bodily gestures of the speaker. Written words tend to be more impersonal unless one knows the writer well enough to read his attitude into his written words. In listening, one must stay with the task and absorb the sound meaning at the rate at which it comes. One has no control over it.

Listening ability is governed by physical, mental and emotional status of the individual. Nichols¹ realized the importance of the listener's physical condition when he made the following suggestions that listeners (1) get more sleep; (2) quit storing up problems; (3) give proper thought to the topic; and (4) behave like listeners. Many factors influence the kind of listening a pupil does. These factors include maturity level, general ability, experience background, interest, kind of material, motivation, room conditions, the quality of teaching, listening readiness, and established listening habits.

Consensus Regarding this Area.--From these findings, it was concluded that listening is an acquired skill through which effective learning may result if it is guided in the proper directions. It is the background for speaking and writing.

¹
Ralph G. Nichols, "Ten Components of Effective Listening," Educational, LXXV (January, 1955), 292-302.

Summary and Consensus Regarding the Good Listener

Actions and attitudes affect listening. No doubt a child's ability to open his ears and his mind to the incoming message is affected by his self-interest, his feelings of adequacy, and his sensitivity to the feelings of others. Professional writing has shown that in the degree to which he fails to achieve mental and emotional maturity, a person is unable to become a good listener.

Summary of Major Ideas Regarding the Good Listener.--First, and foremost, a good listener is one who knows how to listen but who actually does listen. A teacher of listening must keep in mind that listening must be a pleasurable rather than a threatening activity. It is only if this principle is kept in mind that teachers will have, as an outcome of their programs, listeners who not only know how to listen but who actually do listen in their daily life activities.

A good listener must be selective in his choice of what to listen to. This is analogous to the development of good taste in reading. Selective listening simply means that a pupil listens for statements that please him or that suit his purpose. He tends to ignore other statements. Selective listening habits may be either good or bad. Such habits are good when they help a pupil choose quickly those statements, facts, or ideas that are relevant to his purpose. These habits are not good when they encourage a listener to ignore facts or ideas simply because they challenge his own thinking.

Thirdly, a good listener is a skillful one who can identify details and determine whether they are illustrative, essential, or irrelevant. He must follow the structure of the discourse and be capable of changing pace--one should not listen to everything in the same way.

A good listener is a critical listener. He is concerned about the speaker's purposes and motives and is not misled by catch phrases and emotionally loaded words. Critical listening is the kind that makes the greatest demands on the pupil for thinking as he listens.

Fifth, a good listener is a courteous considerate listener. The demand for courtesy in a listening situation presents one instance where there is not a close parallel to reading. A book is not offended when we stop reading, nor disturbed when we engage in some other activity between the lines. A speaker, on the other hand, becomes less effective when his audience is rude and inattentive. Courtesy in listening is something more than attention, however, for it involves considerateness beyond mere attention. A courteous listener not only pays attention to the speaker but is accepting and tolerant of the speaker's mannerisms and peculiarities and he is willing to hear, but not necessarily always to accept, ideas contrary to his own. He shows consideration for the fellow members of the audience and does not disturb or distract them. He is accepting of a speaker who falls short of perfection.

A good listener is also an attentive listener. This involves training in concentration. He is able to be sufficiently selective in his habits of partial listening while his thoughts are centered upon things other than the speaker and his words.

A good listener is a retentive one. He remembers what he has heard and adds it to knowledge previously acquired. In order to be able to do this, a listener must organize the content of what he is listening to in such a way that he is able to discern what parts of it confirm that which he already knows; what parts add new facts and ideas, and what parts are in conflict with his previously obtained information on the subject at hand.

Even if the conflict is not resolved at the moment, a good listener retains the information that there is a difference of viewpoint on the issue in question.

Consensus Regarding this Area.---According to professional writing, good listening habits involve ability to handle certain skills which are fundamental to understanding the spoken word and to assume attitudes which facilitate the process. The good listener is thoughtful, discriminative, critical and retentive.

Summary and Consensus Regarding the Poor Listener

Authoritative studies indicate that the poor listener spends most of his time waiting to talk, pretending to listen, arguing with the speaker, or wool-gathering.

Summary of Major Ideas Concerning the Behavior of the Poor Listener.---

In most oral communication situations, listening is voluntary. The child listens because he wants to listen and hears only what he wants to hear. Even the child entering kindergarten has well-developed habits of listening or non-listening, reflecting in large part the listening behavior of his parents. No doubt, too, a child's ability to open his ears and mind to the incoming message is affected by his self-interest, his feelings of adequacy, and his sensitivity to the feelings of others. Thus, social maturity is a necessary concomitant to listening effectiveness. In the degree to which he fails to achieve mental and emotional maturity, a person is unable to become a good listener. Dr. Nichols,¹ summarizes the behavior of the poor listener as follows:

¹
Ralph G. Nichols, "What Can be Done About Listening?" The Supervisor's Notebook, Vol. 22 (Spring, 1960), p. 2.

1. Calling the subject dull

The poor listener often finds a subject too dry and dusty to command his attention and he uses this as an excuse to wander off on a mental tangent. The good listener may have heard a dozen talks on the same subject before, he quickly decides to see if the speaker to be heard has anything to say that can be of use to him.

2. Criticizing the speaker

It's the indoor sport of most bad listeners to find fault with the way a speaker looks, acts, and talks.

3. Getting overstimulated

Listening efficiency drops to zero when the listener reacts so strongly to one part of a presentation that he misses what follows.

4. Listening only for facts

Poor listeners say that they listen for facts. They usually get a few facts, but they garble a shocking number and completely lose most of them.

5. Trying to outline everything

A good listener is flexible. In his notetaking he adapts to the organizational pattern of the speaker - he may make an outline, he may write a summary, he may list facts and principles - but whatever he does he is not rigid about it.

6. Faking attention

The pose of chin popped on hand gaze on the speaker does not guarantee good listening. Having adopted this pose, having paid the speaker the overt courtesy of appearing to listen to him, the bad listener feels conscience free to take off on any of a thousand tangents.

7. Tolerating distractions

The poor listener is easily distracted and may even create disturbances that interfere with his own listening efficiency and that of others. He squirms, talks with the neighbors, or noisily shuffles papers. He makes little or no effort to conceal his boredom.

8. Choosing only what's easy

Often it is found that poor listeners have shunned listening to serious presentations on radio or television. There is plenty

of easy listening available, and this has been their choice.

9. Letting emotion-laden words get in the way

It is a fact that some words carry such an emotional load that they cause some listeners to tune a speaker right out. A few mentioned here; mother-in-law, landlord, automation, clerk, communist-these are all fighting words to some people.

Consensus Regarding this Area.--Primarily the poor listener has failed to achieve the skill, self-discipline and maturity that can aid in combating half listening, minor distractions and undue emotionality. The sequential nature of the process makes it possible to consider "poor" and "good" listeners on a relative basis, but the distinguishing elements are identifiable from kindergarten on to the levels of higher education.

Summary and Consensus With Respect to Teachers'
Bad Practices in Listening

Research has indicated that some teachers practice certain habits which probably interfere with good listening among pupils. It is useless for the teacher to think about improving listening unless she listens. A teacher who wants children to listen and respond to her must do the same to her students.

Summary of Major Ideas Concerning Bad Practices Used by Teachers.--In teaching listening as in teaching anything else, it pays to recognize a good performance. Children should be praised whenever they demonstrate that they have listened carefully and perceptively. In addition to praising good performances and setting a good example herself, the elementary teacher will undoubtedly have to work to overcome three bad practices that often interfere with children's learning to listen effectively.

Inattention (or faked attention). Just as children sometimes day-dream when they seem to be paying attention, so do adults. In succumbing

to this bad habit the listener assumes that if he looks like a listener he may satisfy the requirements that the talker may require of him.

Needless repetition. In an earnest attempt to make sure that everyone understands, a teacher may repeat things several times. This kind of repetition breeds bad listening habits by creating boredom or a false sense of security.

Demanding pupil attention. The third bad practice a teacher may be guilty of is demanding pupil attention. To be able to listen should consistently be regarded as a pleasant privilege.

Consensus Regarding this Area.---The teacher who makes a habit of practicing the use of poor listening habits may expect poor listening among her pupils. In developing good listening habits in children, a teacher should demonstrate these habits himself.

Summary and Consensus Regarding Approaches to Listening Instruction

Professional writing has indicated that four general approaches to listening improvement are feasible for use in our schools. Depending upon current curriculum arrangements and the availability of personnel to carry through with these approaches, any combination of them might be put to work.

Summary of Major Ideas Regarding Four General Approaches.---Four general approaches may be used in the teaching of listening at any grade level.

1. The direct approach

This approach depends upon setting aside classroom time for specific courses in listening. It involves several activities.

First, through lectures, a case for good listening is built in order to give students an understanding of why they will profit from efforts to improve their aural abilities. Such lectures

are accompanied by group discussions of listening as a medium of learning. As they are introduced, the pupils are given exercises to develop the skills. Special consideration is given to listening concentration by frequently exposing pupils to oral material that, because of its degree of difficulty, requires a real expenditure of effort to understand. Periodic tests are given to measure such factors as comprehension, ability to get main ideas and critical ability.

2. The integrated approach

For schools that cannot give separate labeled "Listening" because of tightly packed curriculums, lack of personnel or other problems, this approach may be a solution. It requires coordination of listening instruction with other subjects - especially those concerned with the language arts. A school wishing to take this approach might start by selecting a committee of teachers to study and recommend ways of integrating listening with current courses of study.

3. The incidental approach

The incidental approach is all too often the only teaching of listening which occurs. Because the teacher realizes that listening is involved in most of the classroom activities, he may assume that the skill of listening is being developed as incidental learning. But to depend upon the incidental development of the listening skill is not sufficient.

4. The eclectic approach

An eclectic approach embracing the elements of the first two approaches is a sound basis for a listening training program

in the elementary and secondary schools.¹

Consensus Regarding this Area.---The direct, integrated, incidental and eclectic approaches were recognized by authorities as being worthy of use for effective listening instruction. The authorities indicated that the incidental approach is too often the only type of listening used by teachers. The integrated approach was recommended as being suitable for elementary schools.

Summary and Consensus Regarding the Instructional Area of Listening

Most teachers today are more than willing to admit that the improvement of listening is something that is very much desired in our schools, but while they recognize this need they are often stumped by the apparent problems which must be solved to fulfill this need.

Summary of Major Ideas Concerning the Instructional Area of Listening.---Lack of training in the teaching of listening is one of many problems which beset the elementary or secondary teacher who wishes to teach listening. Fortunately, the Atlanta Public School System started a program of In-Service Training for teachers during the 1960-1961 school term. A course in reading instruction included an area for listening instruction. Then there is the problem of time. The curriculums in most of today's schools are already overloaded with subjects. To add another subject often seems impossible to the over-worked teacher. Another serious problem is a general lack of co-ordinated and graded text and exercise material, but this problem is now being solved gradually. The Scott, Foresman and Company has included listening materials for the primary grades.

¹ Donald E. Bird, "Listening," National Education Association Journal, (November, 1960), pp. 31-33.

The widely used My Weekly Reader now includes a listening quiz. The Arthur C. Croft Publishing Company deserves commendation for producing a special packet of materials about listening for elementary teachers and principals.

Teachers in junior and senior high schools are a bit more fortunate. Many states and cities have prepared teaching guides for language arts in the secondary schools including considerable material about listening.

A third problem is the need for reliable and valid measures to evaluate listening proficiency at various grade levels. Tests are available for grades four through fourteen - The Brown-Carlson Listening Comprehension Test (World Book) and STEP Tests of Listening (Educational Testing Service) - but there are no published tests available for the primary grades.

Consensus Regarding this Area.--Professional writing reflects the belief that the teacher who must pioneer in the field of listening training will have to convince his superiors of its value and find time in his own crowded schedule to provide it for his pupils. In the first place, much can be done to improve listening ability without sandwiching new courses into an already tight curriculum. Listening improvement can come by integrating it with currently established classroom activities of an oral nature. Tests of listening proficiency need to be more widely used and norms need to be established for each grade level. The child's listening proficiency should be measured at the end of each school year and should be recorded on his cumulative record.

Summary and Consensus Regarding Instructional Improvement in the Area of Listening

Teachers should provide children with a wide range of listening

experiences. The important thing to remember is that if teachers view listening as a skill which they can help to develop, they need not view it as a short range goal which must be brought to a peak of perfection as soon as their classes are exposed to them. It must be remembered that the right kind of listening is difficult for many adults, and that a fine job is being done if children are taken even a short way along the right road.

Summary of Major Ideas Concerning Instructional Improvement in the Area of Listening.---Fundamental to any consideration of the place of listening in the elementary school curriculum is an examination of the goals of such instruction. Four key principles should be kept in mind by every teacher who is interested in attaining the goals of a good program of listening instruction.

A teacher must keep in mind that any listening activity in the classroom should be pleasurable rather than a threatening experience. Very often listening on the part of children is demanded rather than motivated.

Secondly, daily class activities should be so planned that the amount of listening required of children is not overpoweringly and impossibly great. Studies have shown that in the average classroom the percentage of the day during which children are expected to engage in listening is so great as to exceed any reasonable expectation of attention and interest. With an awareness of this situation almost inevitably comes planning for non-listening activities during a greater portion of the day.

It is extremely important that listening in a classroom situation not be confined to listening by the children to the teacher. It is quite essential that pupils learn to listen to each other and, above all, that the teacher show by example in listening to her pupils, that she regards listening as a valuable and important activity.

Lastly, classroom listening should be "for" rather than "at." General suggestions which may be helpful ones to the teacher who is deliberately designing a classroom setting to draw the child's gaze upward on the long trail he is climbing toward self-realization may include the following:

1. Study the group of children in the classroom in order to acquire a professional grasp of their individual levels of maturity. Look for clues in their questions and expressions which may help to reveal their under-the-skin interpretations of what they see and hear.
2. Recognize that the child's power to listen is likely to grow or to wither with the total language or communication experiences of children. Listening should not be taught in isolation from other language learnings. Tie in listening with everyday learnings.
3. Temper the daily plans to suit the deepening insights which are accumulating with respect to the out-of-school life of each child. Experiences in school may be so guided as to supplement the home environment from which the child comes.
4. When feasible, link new classroom listening-observing experiences to the familiar and well-known. This enhances the speed with which new understandings are gained by children.
5. The teacher may use her own powers. Make methodical use of features of the school day such as "Show and Tell" time and group planning both to appraise and to improve listening and observing.
6. Be sure that the classroom does not reflect too much "listening type" of instruction. It is not so much the amount as it is the quality of listening that promotes children's listening abilities.¹

Suggestions Which May be Helpful in Planning Listening Programs

1. As a teacher, inventory your own listening and talking. If you talk very much more than you listen to the pupils, try to bring the situation into closer balance.
2. Try to present orally many of the regular tests in all subjects.

¹
Harold G. Shane, Mary E. Reddin and Margaret G. Gillespie. Language Arts Instruction With Children. (Columbus: Charles Merrill Company, 1961), pp. 87-93.

Read a test's instructions aloud, and also all of the questions, giving the pupils time to write each answer.

3. When there are messages to be carried by pupils from classroom to classroom, or classroom to home, try putting the communication on an oral basis.
4. Ask the pupils to list all of the sounds they hear in a given period of time; for instance a bird singing outside a window or the noise of an airplane passing by. Discuss these.
5. Speak the last syllable of a word to the class. Ask the pupils to speak aloud as many words as possible ending in the same sound without repeating any words.
6. Read the description of a physical scene to the class. Encourage the youngsters to draw pictures from what they heard.
7. Read aloud a poem which is likely to evoke emotion, and then encourage the pupils to discuss their feelings.
8. After hearing a song, ask the children to describe the story behind the song's words.
9. Whisper a short message to a child at one side of the room. Ask him to relay the material, in a whisper, to the child nearest him. Continue this procedure until the message has been passed to every child around the room. Ask the last child to repeat aloud what he has heard, and then compare it with the original message.
10. Play a listening game by giving increasingly difficult instructions to one child and then another. To the first child you might say: "Peter, take the apple from the desk and place it on the chair." To the next child: "Fred, take the apple from the chair, show it to Mary and then return it to the desk." The game of instructions continues until someone fails to follow the directions correctly.
11. In all class activities, make a policy of not repeating instructions. If repetition is necessary, call on the pupils to repeat what was stated.
12. Encourage the children to develop a set of standards for good listening; print and post them in the classroom. The standards should be decided upon through class discussion. One good standard might be: "The good listener keeps his eyes on the person talking."
13. When children are absent from class, give those present the assignment of summarizing and passing on orally the instructions missed by the absentees.
14. Select a few paragraphs of narrative material from a book or

story and read aloud. Have members of the class act out what they have heard.

15. Occasionally play the game of "Twenty Questions." Build the game around people or things currently being considered in classroom studies, such as history or literature.
16. Read descriptions of well-known people - perhaps people being studied in class - and have the students guess their names.
17. Select written material that contains words unfamiliar to the students and list words on the blackboard. Read the material aloud after asking the students to seek out the words' meanings from the context of what is heard.
18. Conduct a class discussion on a subject of current interest to the students. Make a tape recording of all the conversations. Play back the recording and then ask the students to discuss the oral composition of what they heard. Is it different from the way things are written in books?
19. Tape-record a short radio newscast that presents facts without commentary. Also record a news commentator who broadcasts his own opinions among facts. Play the two recordings before the class. Ask the students to point out the differences between the two recordings.
20. Ask the pupils, in pairs, to interview each other on hobbies or special interests. After the interview talk about the possibilities of learning by this method.¹

Consensus Regarding this Area.--There is no single dramatic approach or device for strengthening listening and the talent of observing. Rather, astute guidance in many little ways provides the foundation of experiences which seep under the skin of the child and gradually enable him to make sense out of things and events, people and places, that are a part of the world that buzzes about him. To observe and to listen well, boys and girls in early childhood need an environment which contains familiar and reassuring qualities but which also stimulate curiosity and contain challenge.

1

Ralph G. Nichols, and Leonard A. Stevens. Are You Listening? (New York: McGraw-Hill Book Company, 1957), pp. 213-219.

Summary and Consensus Regarding Instructional Equipment
for Listening Instruction

The school's use of audio-visual materials affords children guided experience with some of the kinds of listening they do at home.

Summary of Major Ideas Concerning Instructional Equipment for Listening Instruction.--In listening to radio or viewing television children take the programs as they come. Rarely is there any preparation for the material of the programs. Teachers have found, however, that children gain a great deal more from their listening and viewing if the teacher has pre-viewed the material and can introduce them to the ideas that are coming and help them to know what to listen or watch for. A mind set toward the material that is coming and some goals to strive for make the experience far more valuable than just going into it blindly. Also, in the use of audio-visual materials at school, it is possible to repeat the experience after it has been discussed, to clarify points that are hazy, to catch elements that have been missed, and to sharpen and deepen impressions. Television is so much a part of the lives of vast numbers of children that it must enter into any discussion of the language arts. Such experiences and guidance with them, may add value to home listening and viewing through helping children to make them a thinking process.

Consensus Regarding this Area.--It is the responsibility of teachers to guide pupils into proper channels of viewing and listening. For wholesome development, children need to be helped to set standards for their recreational experiences and to learn to interpret and to evaluate what they hear and see.

CHAPTER III

OPINIONS OF THE RESPONDENTS REGARDING LISTENING

Introductory Explanation

This chapter presents opinions of the respondents who participated in this study. The data gathered through the utilization of a specifically constructed questionnaire designed to ascertain teachers' opinions about listening. The accompanying tables present data in terms of teachers' opinions concerning:

Kinds and levels of listening

Listening skills

Concepts of listening

Behavior of poor listeners

Listening habits practiced by teachers

Four general approaches to listening instruction

Characteristics of the good listener

Provisions, procedures and practices for meeting listening needs

Methods for improving listening

Instructional equipment used by teachers

The data have been created in terms of numbers and percentages of responses. Through personal contact it was possible to secure 100 per cent response on all items; therefore, the report represents the opinions of the thirty teachers who participated in this study.

Recognition of Kinds and Levels of Listening

The items to be considered in terms of recognition of kinds and levels of listening were: "little conscious listening;" "passive listening;" "half listening;" "off again-on again listening;" and the more mature levels of listening which involve: "responding from own experiences," "reacting with questions and comments," and "responding with genuine emotional participation." Table 10 reports responses to these items as to agreement or disagreement.

Specific Responses Regarding Recognition of Kinds and Levels of Listening.---Thirty teachers or 100 per cent rated all items "agree," except "Half Listening" to which four teachers or 13 per cent disagreed.

TABLE 10

NUMBER AND PERCENTAGES OF TEACHERS INDICATING AGREEMENT OR DISAGREEMENT WITH KINDS AND LEVELS OF LISTENING

Items	Number and Percentage			
	Agree		Disagree	
1. Little conscious listening	30	100	0	0
2. Passive listening	30	100	0	0
3. Half listening	26	87	4	13
4. Off again-on again listening	30	100	0	0
5. Listening: responding from own experiences	30	100	0	0
6. Listening: reacting with questions and comments	30	100	0	0
7. Listening: pupils responding with genuine emotional participation	30	100	0	0

Interpretative Summary.---Consideration of Table 10 resulted in the

conclusion that a relatively high per cent of the teachers were in accord with research in the belief that pupils do engage in many kinds and levels of listening. This further indicates that observing teachers are able to recognize and identify these responses among their pupils.

Prevalence of Kinds and Levels of Listening

This section will take into consideration the extent to which these kinds and levels of listening existed in the present teaching situation. The items were: "little conscious listening," "passive listening," "half listening," "off again-on again listening," "responding from own experiences," "reacting with questions and comments," and "responding with genuine emotional and mental participation." Table 11 reports responses to these items.

Specific Responses Regarding Prevalence of Kinds and Levels of Listening.--In Table 11, it may be noted that sixteen or 53 per cent of the respondents indicated that "little conscious listening" occurred "frequently;" twelve or 40 per cent indicated its occurrence as occasional; while two or 6 per cent indicated its occurrence as "seldom." Eighteen or 60 per cent indicated that "passive listening" occurred "frequently;" eleven or 36 per cent indicated that it occurred "occasionally;" and one or 3 per cent rated it "seldom." Eighteen or 60 per cent of the respondents rated "half listening" as "frequently;" ten or 33 per cent rated its occurrence as "occasional;" and two or 6 per cent indicated its occurrence as "seldom." In response to "off again-on again listening," fifteen or 50 per cent of the respondents rated its occurrence as occasional. Twenty or 66 per cent of the teachers indicated that "responding from own experiences," occurred "frequently;" ten or 33 per cent indicated its

occurrence as "occasional." Seventeen or 56 per cent of the respondents indicated that "reacting with questions and comments" occurred "frequently;" twelve or 40 per cent rated its occurrence as "seldom." Thirteen or 43 per cent responded to "pupils' responding with genuine emotional participation," and rated its occurrence as "frequent;" sixteen or 53 per cent rated its occurrence as "occasional;" while one or 3 per cent rated its occurrence as "seldom."

TABLE 11

TEACHERS' RESPONSES REGARDING THE EXTENT OF PREVALENCE OF KINDS
AND LEVELS AMONG N. B. FORREST PUPILS

Items	Number and Percentage					
	Frequently		Occasionally		Seldom	
1. Little conscious listening	16	53	12	40	2	6
2. Passive listening	18	60	11	36	1	3
3. Half listening	18	60	10	53	2	6
4. Off again-on again listening	15	50	15	50	0	0
5. Listening: responding from own experiences	20	66	10	33	0	0
6. Listening: reacting with questions and comments	17	56	12	40	1	3
7. Listening: pupils responding with genuine emotional participation	13	43	16	53	1	3

Interpretative Summary.--It was concluded that frequently a representative group of teachers had experienced evidence of kinds and levels of listening in their present situations. The responses indicated that a slightly larger number of teachers considered them "frequently" prevalent rather than "occasionally" so. It might be indicated that there was partial

agreement of the teachers with the authorities as to the prevalence of kinds and levels of listening as identified in the literature.

Importance of Listening Skills

Items considered in this section were some of the listening skills important to the learning process as indicated in the literature. The items to which the respondents were asked to indicate the extent of their importance were: "listening to detect likenesses and differences in sounds of letters," "listening to understand instructions," "listening in order to answer questions," "listening to follow a sequence of ideas," "listening to understand relationships," "listening for main ideas in a paragraph," "listening to supporting details," "listening for enjoyment," and "listening to predict outcomes." Table 12 reports responses to these items as to their importance.

Specific Responses Regarding Importance of Listening Skills.--In Table 12, it may be noted that twenty-nine or 96 per cent of the teachers rated "listening to detect likenesses and differences in sounds of letters," "listening in order to answer questions," "listening to follow a sequence of ideas," "listening to supporting details," "listening for enjoyment," and "listening to predict outcomes" as "highly important" skills. Thirty teachers or 100 per cent rated "listening to understand instructions" as "highly important." Four or 12 per cent rated "listening to understand relationships," and "listening for main ideas in a paragraph" as "of some importance." None of the items were rated as being "seldom needed."

Interpretative Summary.--The relatively large percentage of responses indicating that these skills were "highly important" or "of some importance" caused the writer to conclude that the teachers were in accord with

TABLE 12

NUMBER AND PERCENTAGES OF TEACHERS ASSESSING VARIOUS
LEVELS OF IMPORTANCE TO LISTENING SKILLS

Items	Number and Percentage					
	Highly Important		Of Some Importance		Seldom Needed	
1. Listening to detect likenesses and differences in sounds of letters	29	96	1	3	0	0
2. Listening to understand instructions	30	100	0	0	0	0
3. Listening to answer questions	29	96	1	3	0	0
4. Listening to follow a sequence of ideas	29	96	1	3	0	0
5. Listening to understand relationships	28	93	2	6	0	0
6. Listening for main ideas in a paragraph	28	93	2	6	0	0
7. Listening to supporting details	29	96	1	3	0	0
8. Listening for enjoyment	29	96	1	3	0	0
9. Listening to predict outcomes	29	96	1	3	0	0

authorities in their belief that pupils listen for instructions, to answer questions, for enjoyment, for predicting, and for detection of sounds and ideas. The fact that no items were considered as seldom needed further indicated the belief that the teachers realized the importance of these skills.

Mastery of Listening Skills

The items to be considered in terms of listening skills and the extent to which each skill was being mastered by the pupils were: "listening to detect likenesses and differences in sounds of letters," "listening to

understand instructions," "listening to answer questions," "listening to follow a sequence of ideas," "listening to understand relationships," "listening for main ideas in a paragraph," "listening to supporting details," "listening for enjoyment," and "listening to predict outcomes." Table 13 reports responses to these items.

Specific Responses Regarding Mastery of Listening Skills.---Table 13 shows the present status of listening skills among the teachers in their present situation. Two or 6 per cent rated "listening for detecting likenesses and differences in sounds of letters" as highly satisfactory; thirteen or 43 per cent rated it satisfactory; and fifteen or 50 per cent rated it poor. "Listening to understand instructions," received a rating of highly satisfactory by two teachers; twelve or 40 per cent rated it satisfactory; and sixteen or 53 per cent rated it poor. Four teachers or 13 per cent rated "listening in order to answer questions" as highly satisfactory; sixteen or 53 per cent satisfactory; and ten or 33 per cent poor. Twelve of the respondents or 40 per cent rated "listening to follow a sequence of ideas" as satisfactory; whereas the remaining eighteen or 60 per cent rated it poor. Eight or 26 per cent rated "listening to understand relationships" satisfactory; twenty-two or 70 per cent rated it poor. Ten or 33 per cent rated "listening for main ideas in a paragraph" as satisfactory; twenty or 66 per cent rated it as poor. In response to "listening to supporting details" six or 20 per cent rated it highly satisfactory; eighteen or 60 per cent satisfactory; and twenty-four or 48 per cent poor. "Listening for enjoyment" received a rating of six or 20 per cent as highly satisfactory; eighteen or 60 per cent satisfactory; and six or 20 per cent rated it as poor. Sixteen teachers or 53 per cent rated "listening to predict outcomes" as satisfactory and the remaining

fourteen or 46 per cent rated it as poor.

TABLE 13

NUMBER AND PERCENTAGES OF TEACHERS INDICATING
EXTENT OF MASTERY OF LISTENING SKILLS BY
PUPILS IN THEIR PRESENT SITUATIONS

Items	Number and Percentage					
	Highly Satisfactory		Satisfactorily		Poorly	
1. Listening to detect like- nesses and differences in sounds of letters	2	6	13	43	15	50
2. Listening to understand instructions	2	6	12	40	16	53
3. Listening to answer ques- tions	4	13	16	53	10	33
4. Listening to follow a sequence of ideas	0	0	12	40	18	60
5. Listening to understand relationships	0	0	8	26	22	73
6. Listening for main ideas in paragraphs	0	0	10	33	20	66
7. Listening to supporting details	0	0	6	20	24	48
8. Listening for enjoyment	6	20	18	60	6	20
9. Listening to predict outcomes	0	0	16	53	14	46

Interpretative Summary.---From consideration of the responses given to the items in Table 13, the writer concluded that the teachers' indications that the skills were poorly developed tended to point out that their pupils were not mastering them in a satisfactory manner. The low per cent of highly satisfactory responses and limited number of satisfactory

responses seemed to support this idea. "Listening for enjoyment" tended to have a "highly satisfactory" rating which indicated that the mastery of this skill was being achieved to a more desirable degree. The responses seemed to be in agreement with the opinions given by authorities as to probable pupils' performances.

Importance of Concepts of Listening

This section concerns concepts of listening. Recent studies point out these concepts as worthy of consideration in efforts to improve the listening skill. The items to be considered in this section were listed in the questionnaire and rated by the teachers as to the extent to which they considered them important. The items were: "listening is an effective way of learning," "listening ability is governed by physical, mental and emotional status of the individual," "listening is an acquired skill, and growth advances in an orderly fashion through developmental levels," "there must be a purpose for listening," and "listening is a background for speaking, reading and writing." The teachers' responses to the items are reported in Table 14.

Specific Responses Regarding the Importance of Concepts of Listening.--In Table 14, it may be noted that the responses to all of the items seemed to follow a similar pattern. Twenty-nine or 96 per cent of the respondents rated all items as "highly important;" one teacher or 3 per cent responded to each item and rated it as "of little value." The item receiving the only response "of little value" was "listening is governed by physical, mental and emotional status of the individual" and one teacher or 3 per cent rated it in this manner.

Interpretative Summary.--The prevalence of responses which attached

TABLE 14

NUMBER AND PERCENTAGE OF TEACHERS ASSESSING VARIOUS
LEVELS OF IMPORTANCE TO CONCEPTS OF LISTENING

Items	Number and Percentage					
	Highly Important		Of Some Importance		Of Little Value	
1. Listening is an effective way of learning	29	96	1	3	0	0
2. Listening is governed by physical, mental and emotional status of the individual	29	96	0	0	1	3
3. Listening is an acquired skill	29	96	1	3	0	0
4. There must be a purpose for listening	29	96	1	3	0	0
5. Listening is a background for speaking, reading and writing	29	96	1	3	0	0

high importance or some importance to all of the items except one in this section led the writer to conclude that the teachers were in harmony with the belief that listening is an effective way of learning, an acquired skill which is governed by the physical and emotional status of the individual process, and a background for the other language arts. Indications of lack of respect for the concepts were meager to say the least.

Activities and Policies Regarding Concepts of Listening

In this section the writer will take under consideration the teachers' responses to policies and activities which would support each of the following concepts of listening: "listening is an effective way of learning," "listening ability is governed by physical, mental and emotional status of the individual," "listening is an acquired skill," "there must be a purpose for listening," and "listening is a background for speaking, reading and

writing." Table 15 carries the responses to these items.

Specific Responses Regarding Activities and Policies Regarding Concepts of Listening.--The responses in Table 15 show that nineteen or 60 per cent of the teachers responded to "listening is an effective way of learning," and wrote activities and one policy which they felt supported this concept. Nineteen or 60 per cent wrote activities in response to "listening is governed by physical, mental and emotional status of the individual." Nineteen or 60 per cent responded to "listening is an acquired skill," and wrote activities which they felt supported this concept. The same per cent of teachers responded to "there must be a purpose for listening" and "listening is a background for speaking, reading and writing," and wrote activities which they felt supported these concepts. The responses ranged from one to some items and two to others.

TABLE 15

NUMBERS AND PERCENTAGES OF LISTENING CONCEPTS WHICH
THE TEACHERS RELATED TO POLICIES AND ACTIVITIES

Items	Responses		Activities or Policies
	Num- ber	Per Cent	
1. Listening is an effective way of learning	19	60	Experiments in science, listening for directions, dramatizations, discussions, rhymes, responses from radio and T.V.
2. Listening is governed by physical and emotional status of the individual	19	60	Showing reactions to music, poorly fed, tired, upset pupils do not listen well.
3. Listening is an acquired skill and growth advances	19	60	Adjusting to different situations and activities, improvement in regularly occurring activities.
4. There must be a purpose for listening	19	60	Guide pupils or give directions, discuss T.V. and radio programs before showing to group.
5. Listening is a background for speaking, reading and writing	19	60	Poems (memorization), debates, club meetings, following directions for seatwork activities, choral readings.

Interpretative Summary.--From consideration of the responses given to listening as a purposeful way of learning, reacting and relating to the other language arts, the writer noted that a fairly low per cent of the teachers were able to relate concepts of listening to policies and activities needed to activate them. The ones who did respond were fairly broad in their listing of activities, but limited in identification of policies. Personal interviews indicated that the teachers who failed to respond were unfamiliar with policies or activities to support these concepts. The literature related to this study has listed this as a factor in reporting problems in teaching listening.

Recognition of Poor Listeners

Authoritative studies indicate that the behavior of a poor listener may be recognized through the following reactions: "faking attention," "calling the subject dull," "tolerating distractions," "choosing only what is easy," "criticizing the speaker," and "trying to outline everything." The teachers were asked to indicate agreement or disagreement with the fact that such reactions may retard listening. Table 16 reports responses to these items.

Specific Responses Regarding Recognition of Poor Listeners.--The responses in Table 16 show that twenty-nine or 96 per cent of the teachers agreed with "faking attention;" twenty-nine or 96 per cent agreed with "tolerating distractions;" and twenty-nine or 96 per cent agreed with "choosing only what is easy." One respondent or three per cent disagreed with each of the above items. Thirty or 100 per cent agreed with "criticizing the speaker;" and twenty-three or 76 per cent agreed with "trying to outline everything." Thirteen or 43 per cent disagreed with "criticizing

the speaker," and "trying to outline everything."

TABLE 16

REPORT OF TEACHERS' AGREEMENT OR DISAGREEMENT WITH AUTHORITIES'
POSITION REGARDING THE BEHAVIOR OF A POOR LISTENER

Items	Number and Percentage			
	Agree		Disagree	
1. Faking attention	29	96	1	3
2. Calling the subject dull	30	100	0	0
3. Tolerating distraction	22	96	1	3
4. Choosing what is easy	22	96	1	3
5. Criticizing the speaker	24	80	6	20
6. Trying to outline everything	23	76	7	23

Interpretative Summary.---The relatively high percentage of responses which indicated agreement with most of the items tended to reveal that a large per cent of the teachers were in harmony with the opinions given by research that six bad listening habits of biased reactions to materials and deceptive techniques are almost universal and that each of these habits serves as a rationalization for not listening, even when the person who has acquired the habit knows and admits that he should be listening. The meager per cent of teachers who disagreed did so in response to "criticizing the speaker," and "trying to outline everything." Personal interviews revealed that teachers responded negatively to items that did not prevail in their situations.

Prevalence of Poor Listeners

This section will concern the responses of the teachers as to the

extent of prevalence of these reactions in their present situations. The reactions listed would indicate the presence of a poor listener. They were: "faking attention," "calling the subject dull," "tolerating distraction," "choosing only what is easy," "criticizing the speaker," and "trying to outline everything," Table 17 reports these responses.

Specific Responses Regarding the Prevalence of Poor Listeners.--The responses reported in Table 17 show that sixteen teachers or 53 per cent indicated that "faking attention" occurred "frequently;" thirteen or 43 per cent rated it "occasionally;" whereas one teacher or 3 per cent rated it as "seldom." The responses to "calling the subject dull," show a rating of ten or 33 per cent as "frequently;" twelve or 40 per cent "occasionally;" and eight or 26 per cent rated it "seldom." In response to "tolerating distraction," sixteen or 53 per cent rated it "frequently;" fourteen or 46 per cent rated it as "occasionally." The responses to "choosing only easy materials," show a rating of ten or 33 per cent as "frequently;" 40 per cent rated its occurrence as "occasional;" eight or 26 per cent rated it as "seldom." The responses to "criticizing the speaker" indicated that six or 20 per cent rated it as "frequently;" sixteen or 53 per cent rated its occurrence as "occasional;" and eight or 26 per cent rated it as "seldom." The largest per cent of responses to "trying to outline everything" were fifteen or 50 per cent rating it as "seldom;" thirteen or 43 per cent rated its occurrence as "occasional;" and two or 6 per cent rated it as "frequently."

Interpretative Summary.--The consideration given to behavior of a poor listener revealed that the high per cent of frequent or occasional responses to all items tended to indicate the prevalence of pupils who may often pretend to be listening, avoid difficult listening, use premature

TABLE 17

NUMBER AND PERCENTAGES OF TEACHERS INDICATING EXTENT OF
PREVALENCE OF POOR LISTENING AMONG PUPILS
IN THEIR PRESENT SITUATIONS

Items	Number and Percentage					
	Frequently		Occasionally		Seldom	
1. Faking attention	16	53	13	43	1	3
2. Calling the subject dull	10	33	12	40	8	26
3. Tolerating distraction	16	53	14	46	0	0
4. Criticizing the speaker	6	20	16	53	8	26
5. Choosing only easy materials	10	33	12	40	8	26
6. Trying to outline everything	2	6	13	43	15	50

dismissal of a subject as uninteresting, criticize delivery of the speaker and yields easily to distractions. The low percentage of responses indicating few occurrences offered support for the conclusion that the prevalence of poor listening among the students is rather high. This revelation is in accord with the literature in this area, in that it is the belief of most writers that at times during the school day a large per cent of pupils do indulge in poor listening.

Recognition of Teachers' Poor Listening Habits

Recent studies indicate that some teachers practice certain habits which probably interfere with good listening among pupils. The teachers were asked to respond to the items listed here and to indicate their agreement or disagreement with them. The items were: "inattention or faked attention," "needless repetition," and "demanding pupil attention." Table 18 reports responses to these items.

Specific Responses Regarding Recognition of Teachers' Poor Listening Habits.--In Table 18 it may be noted that twenty-six or 86 per cent of the teachers agreed with "inattention or faked attention;" whereas four teachers or 13 per cent disagreed with this item. Twenty-seven or 90 per cent agreed with "needless repetition;" while three or 10 per cent disagreed with this item. In response to "demanding pupil attention," twenty-seven or 90 per cent agreed; whereas three or 10 per cent disagreed.

TABLE 18

NUMBER AND PERCENTAGES OF TEACHERS INDICATING AGREEMENT OR DISAGREEMENT WITH TEACHERS' HABITS OF POOR LISTENING

Items	Number and Percentage			
	Agree		Disagree	
1. Inattention or faked attention	26	86	4	13
2. Needless repetition	27	90	3	10
3. Demanding pupil attention	27	90	3	10

Interpretative Summary.--From consideration of the responses given regarding recognition of teachers' habits of poor listening the relatively high per cent of agreement responses tended to show that the teachers were in accord with authorities and their opinions stating that poor listening habits practiced by teachers may result in poor listening among pupils in their particular situations. The low per cent of disagreement with all items indicated a meager element of disbelief with the authorities in this area.

Prevalence of Poor Listening Among Teachers

This section will be concerned with habits of poor listening sometimes

used by teachers. The items to be considered were: "inattention," "needless repetition," and "demanding pupil attention." Table 19 reports responses to these items as to the extent of prevalence of these habits among the participating teachers.

Specific Responses Regarding Prevalence of Poor Listening Among the Teachers.--The responses in Table 19 show that sixteen or 53 per cent of the teachers rated "inattention or faked attention" according to their use of it as "occasionally;" six or 20 per cent rated it "seldom;" while two or 6 per cent rated it as "never." Nine or 30 per cent rated "needless repetition," according to their use of it as "frequently;" seven or 23 per cent rated it "occasionally;" thirteen or 43 per cent rated it "seldom;" and one or 3 per cent rated it as "never." In response to "demanding pupil attention," eight or 26 per cent rated it "frequently;" while the remaining fifteen or 50 per cent rated it "seldom."

TABLE 19

EXTENT OF PREVALENCE OF HABITS OF POOR LISTENING AMONG
N. B. FORREST TEACHERS RESPONSES GIVEN
BY PARTICIPATING TEACHERS

Items	Number and Percentage							
	Frequently		Occasionally		Seldom		Never	
1. Inattention or faked attention	6	20	16	53	6	20	2	6
2. Needless repetition	9	30	7	23	13	43	1	3
3. Demanding pupil attention	8	26	15	50	7	23	0	0

Interpretative Summary.--It was noted that about one-fourth of the teachers indicated by their responses that they practiced the use of these

habits of poor listening. A low per cent of the teachers indicated that they seldom used these habits; while an even lower per cent indicated that they never used them. It was the writer's conclusion that many of the teachers were in accord with the belief given by authorities in that they faked attention, repeated information needlessly or demanded pupil attention instead of allowing it to proceed as a pleasant privilege, all habits given by professional opinions, which interfere with good listening among pupils. Personal interviews revealed the fact that some teachers felt that in the cases where they demanded pupil attention and used "needless repetition" that they were necessary for effective learning among their pupils.

Recognition of Suitable Approaches for Listening Instruction

The main items to be considered in terms of approaches which may be used for teaching listening were: "the direct approach," "the integrated approach," "the incidental approach," and "the eclectic approach." Table 20 carries the responses of the teachers as to their agreement or disagreement with these approaches as given by research.

Specific Responses Regarding Recognition of Suitable Approaches for Listening Instruction.--Table 20 carries responses showing that twenty-nine or 96 per cent of the teachers agreed with "the direct approach;" whereas one teacher or 3 per cent disagreed with this approach. Thirty teachers or 100 per cent agreed with "the integrated approach." Nineteen or 63 per cent agreed with "the incidental approach;" whereas eleven or 36 per cent disagreed with this approach. Twenty-nine or 96 per cent agreed with "the eclectic approach" and one or 3 per cent disagreed with this approach.

TABLE 20

NUMBER AND PERCENTAGES OF TEACHERS INDICATING AGREEMENT
OR DISAGREEMENT WITH FOUR GENERAL APPROACHES
FOR USE IN LISTENING INSTRUCTION

Items	Number and Percentage			
	Agree		Disagree	
1. The direct approach	29	96	1	3
2. The integrated approach	30	100	0	0
3. The incidental approach	19	63	11	36
4. The eclectic approach	29	96	1	3

Interpretative Summary.---The relatively high per cent of responses of agreement with all items except "the incidental approach" caused the writer to conclude that the teachers realized the significance of the items and were in harmony with literature in its belief that the adoption of one or more of these approaches is a more effective way to listening training than is the mere dependence upon incidental teaching of listening. All of the teachers indicated a preference for "the integrated approach." It might thus be concluded that a high per cent of the teachers were in partial agreement with research in this area. A meager per cent were in total agreement with research according to their responses to one item.

Teachers' Use of Four Approaches
for Listening Instruction

The approaches which were considered in this section included: "the direct approach," "the integrated approach," "the incidental approach," and "the eclectic approach." Table 21 reports the responses of the teachers as to the extent of their use of them in their present situation.

Specific Responses Regarding Teachers' Use of Four Approaches for

Listening Instruction.--The responses in Table 21 show that eight teachers or 26 per cent used "the direct approach" regularly; sixteen or 53 per cent used it "incidentally;" and six or 20 per cent indicated that they never used it. Twenty or 66 per cent rated their use of "the integrated approach" as "regularly;" whereas the remaining ten rated it "never." Five teachers or 16 per cent rated their use of "the incidental approach" as "regularly;" twenty or 66 per cent rated it "incidentally;" and the remaining five gave it a rating of "never." Eight or 26 per cent rated their use of "the eclectic approach" as "regularly;" twenty or 66 per cent rated this item "incidentally;" and two or 6 per cent rated it "never."

TABLE 21

NUMBER AND PERCENTAGES OF TEACHERS INDICATING THEIR USE OF
FOUR GENERAL APPROACHES FOR LISTENING INSTRUCTION

Items	Number and Percentage					
	Regularly		Incidentally		Never	
1. The Direct Approach	8	26	16	53	6	20
2. The Integrated Approach	20	66	10	33	0	0
3. The Incidental Approach	5	16	20	66	5	16
4. The Eclectic Approach	8	26	20	66	2	6

Interpretative Summary.--It was noted that with regard to use of the approaches there was definite preference for "the integrated approach" in that all of the teachers were making regular or incidental use of it. The higher per cent of the responses to this item were for a regular use of it. Research has indicated that this is the most desirable approach to use in elementary schools, therefore, it may be concluded that all of the teachers were in harmony with research in this area. However, many of the teachers

indicated the use of "the incidental approach" even though many of them disagreed with this approach in their general reaction to the approaches. This latter reaction tended to harmonize with research in its belief that mere incidental teaching of listening (not utilizing any approach) is being used by teachers to a great extent.

Recognition of Characteristics of a Good Listener

It has been brought out in recent studies that certain qualities characterize a good listener. The characteristics were as follows: "A good listener is one who not only knows how to listen, but actually does listen;" "A good listener must be selective in his choice of what to listen to;" "A good listener is a skillful one who can identify the main ideas in what he is listening to;" "A good listener is a critical listener;" "A good listener is a courteous, considerate listener;" "A good listener is attentive;" and "A good listener is retentive." Table 22 carries the responses of the teachers as to their agreement or disagreement with the items.

Specific Response Regarding Recognition of Characteristics of a Good Listener.--It was noted from the responses in Table 22 that all of the teachers were in 100 per cent agreement with research on all of the items except "A good listener is selective." Eighteen or 60 per cent agreed with the item; while twelve or 40 per cent disagreed with it.

Interpretative Summary.--The prevalence of responses which indicated agreement with all items except one in this section led the writer to conclude that the teachers were in accord with the belief that a good listener is selective, skillful, critical, courteous, attentive, retentive and knows how and does listen. Indications of lack of regard for the qualities were meager.

TABLE 22

NUMBER AND PERCENTAGES OF TEACHERS INDICATING AGREEMENT
OR DISAGREEMENT WITH QUALITIES WHICH
CHARACTERIZE THE GOOD LISTENER

Items	Number and Percentage			
	Agree		Disagree	
1. A good listener knows how and does listen	30	100	0	0
2. A good listener is selective in his choice of material	18	60	12	40
3. A good listener is skillful, can identify main ideas in listening	30	100	0	0
4. A good listener is critical, concerned about the speaker's purpose	30	100	0	0
5. A good listener is courteous and considerate	30	100	0	0
6. A good listener is attentive	30	100	0	0
7. A good listener is retentive	30	100	0	0

Prevalence of Good Listeners

This section will concern these items which characterize a good listener: "A good listener is one who knows how to listen and does listen;" "A good listener must be selective in his choice of what to listen to;" "A good listener is a skillful one who can identify the main ideas in what he is listening to;" "A good listener is critical;" "A good listener is courteous and considerate;" "A good listener is attentive;" and "A good listener is retentive." The teachers were asked to rate each item according to its prevalence among the pupils in the present situation. Table 23 carries these responses.

Specific Responses Regarding the Characteristics of a good listener.--It may be noted from responses in Table 23 that six or 20 per cent of the teachers rated "A good listener knows how to listen and does listen," according to its prevalence among the pupils as "highly evident;" twenty or 66 per cent rated it as "occasionally evident;" and four or 13 per cent rated it as "seldom." Ten or 33 per cent rated "A good listener is selective" as "highly evident;" twelve or 40 per cent rated it "occasionally evident;" and eight or 26 per cent rated it as "seldom." Three or 10 per cent rated "A good listener is skillful" as "highly evident;" fifteen or 50 per cent rated it occasionally evident;" and twelve or 40 per cent rated it "seldom." Five or 16 per cent rated "A good listener is critical" as "highly evident;" five or 16 per cent rated it "occasionally evident;" while the remaining twenty or 66 per cent rated it "seldom." Five or 16 per cent in response to "A good listener is courteous" rated it as "highly evident;" thirteen or 43 per cent rated it as "occasionally evident;" and twelve or 40 per cent rated it as "seldom." Six or 20 per cent rated "A good listener is attentive" as "highly evident;" fourteen or 46 per cent rated it as "occasionally evident;" and ten or 33 per cent rated it as "seldom." Four or 13 per cent rated "A good listener is retentive" as "highly evident;" twelve or 40 per cent rated it as "occasionally evident;" and fourteen or 46 per cent rated it as "seldom."

Interpretative Summary.--In formulating conclusions about the good listener it was noted that a large per cent of the teachers rated all of the items as occasionally or highly evident; while a smaller per cent indicated that pupils seldom exhibited these types of listening. It was interesting to note the comparison of the responses of good listening with those of the poor listeners. The per cent of pupils that seldom indulged

TABLE 23

NUMBER AND PERCENTAGES OF TEACHERS INDICATING EXTENT OF
PREVALENCE OF GOOD LISTENING AMONG PUPILS
IN THEIR PRESENT SITUATIONS

Items	Number and Percentage					
	Highly Evident		Occasionally Evident		Seldom	
1. A good listener knows how and does listen	6	20	20	66	4	15
2. A good listener is selective in his choice of material	10	33	12	40	8	26
3. A good listener is critical and concerned about the speaker's purpose	5	16	5	16	20	66
4. A good listener is courteous and considerate	5	16	13	43	12	40
5. A good listener is skillful, can identify main ideas	3	10	15	50	12	40
6. A good listener is attentive	6	20	14	46	10	33
7. A good listener is retentive	4	13	12	40	14	46

in the activities listed was higher in the area of good listening thus adding additional support to the belief that pupils are seemingly not reaching a satisfactory level of achievement in this area. The weakest area seemed to be in the area of critical listening and thus it supports the belief of research that critical listening is the most difficult of the good listening qualities to acquire, and is the area in which teachers need to concentrate efforts toward improvement in listening.

Recognition of Provisions, Procedures and Practices
for Meeting Listening Needs

This section will concern certain provisions, procedures and practices through which listening needs may be met. The items for teacher consideration were: "training in the teaching of listening," "textbooks offering co-ordinated materials and exercises for teaching listening," and "reliable measures to evaluate listening proficiency of pupils at various grade levels." Table 24 carries the responses which indicated the teachers' agreement or disagreement with the provisions, procedures or practices.

Specific Responses Regarding Recognition of Provisions, Procedures and Practices Through Which Listening Needs May Be Met.---Thirty teachers or 100 per cent responded to each of the items indicating complete agreement in this area.

TABLE 24

NUMBER AND PERCENTAGES OF TEACHERS INDICATING AGREEMENT
OR DISAGREEMENT WITH MEANS THROUGH
WHICH LISTENING NEEDS MAY BE MET

Items	Number and Percentage			
	Agree		Disagree	
1. Training in teaching listening	30	100	0	0
2. Texts offering materials and exercises about listening	30	100	0	0
3. Reliable measures to evaluate listening	30	100	0	0

Interpretative Summary.---From consideration of the fact that all of the teachers reported 100 per cent agreement with all items it is obvious that they all were in harmony with research that these are valid means through which existing listening needs may be met in the schools.

Extent to Which Listening Needs are Being Met

Recent studies point out that listening needs may be met by certain provisions, procedures and practices. The items for teacher consideration were: "training in the teaching of listening," "texts offering co-ordinated materials and exercises for teaching listening," and "reliable measures to evaluate listening proficiency of pupils at various grade levels." Table 25 carries the information showing the teachers' rating of the extent to which the needs were being met in their situation.

Specific Responses Regarding the Extent to Which Listening Needs are Being Met.---It was observed from the responses that five teachers or 16 per cent rated "training in the teaching of listening" according to the extent to which it is being met as "adequately;" eight or 26 per cent rated it as "to a limited degree;" and seventeen or 56 per cent rated it "not at all." Five or 16 per cent rated "texts offering materials and listening exercises" as adequate; ten or 33 per cent rated it "to a limited degree;" and fifteen or 50 per cent rated it "not at all." In response to "reliable measures to evaluate listening," four or 13 per cent rated it as "adequately" being met; eighteen or 60 per cent rated it "to a limited degree;" and eight or 26 per cent rated it "not at all."

TABLE 25

NUMBER AND PERCENTAGES OF TEACHERS INDICATING EXTENT TO WHICH LISTENING NEEDS ARE BEING MET THROUGH USE OF CERTAIN PROCEDURES, PROVISIONS AND PRACTICES

Items	Number and Percentage					
	Adequately		To a Limited Degree		Not at All	
1. Training in teaching listening	5	16	8	26	17	56
2. Texts offering materials and exercises (listening)	5	16	10	33	15	50
3. Reliable measures to evaluate listening	4	13	18	60	8	26

Interpretative Summary.--The prevalence of responses which tended to indicate that listening needs were not being met at all or to a limited degree, led the writer to conclude that the teachers were in harmony with authorities in their belief that three of the current problems in the area of listening are: lack of suitable training for teaching listening, limited materials and exercises in textbooks, and lack of reliable measures through which teachers may evaluate the listening proficiency of their pupils. The thinking of the teachers seemed to be in complete accord with authorities in this area.

Recognition of Means of Improving Instructional Procedures

This section will concern ways through which listening procedures may be improved. The list included the following items: "tie in listening improvement with everyday learning," "make pupils sound conscious," "give listening tests," "analyze pupils' listening habits," "make certain that pupils know why, what, and how they are to listen," "teach listening directly and indirectly," "don't expect complete learning in one presentation," and "remove potential distractions and help pupils adjust to those that cannot be avoided." Table 26 reports responses to these items as to agreement or disagreement with the procedures.

Specific Responses Regarding Recognition of Means of Improving Instructional Procedures.--The responses in Table 26 show that there was 100 per cent agreement with the idea of teaching listening directly and indirectly and removal of potential distractions to good listening. The responses to each of the other items were identical in that twenty-nine or 96 per cent of the teachers responded to each item showing agreement. The items to which these responses were made were: "tie in listening improvement

with everyday learning," "make pupils sound conscious," "give listening tests," "analyze pupils' listening habits," "make certain pupils know why and what they are to listen for, and how they are to listen," and "don't expect complete learning in one presentation."

TABLE 26

NUMBER AND PERCENTAGES OF TEACHERS INDICATING AGREEMENT OR DIS-
AGREEMENT WITH MEANS OF IMPROVING INSTRUCTIONAL PROCEDURES

Items	Number and Percentages			
	Agree		Disagree	
1. Tie in listening improvement with everyday learning	29	96	1	3
2. Make pupils "sound conscious"	29	96	1	3
3. Give listening tests	29	96	1	3
4. Analyze pupils' listening habits	29	96	1	3
5. Make certain pupils know why they are to listen, what they are to listen for, and how they are to listen	29	96	1	3
6. Teach listening directly and indirectly	30	100	0	0
7. Don't expect complete learning in one presentation	29	96	1	3
8. Remove potential distractions to good listening	30	100	0	0

Interpretative Summary.---The high per cent of responses indicating agreement with ways through which instructional procedures in listening may be improved, tended to verify the writer's conclusion that teachers were in accord with research in the belief that teachers should plan activities for children which would show the values of listening and help

them to sensitize and focus their listening in desirable areas. The low per cent of disagreement with some items would not tend to show lack of regard for the significance of the procedures.

Teachers' Listing of Means of Improving Instructional Procedures

The items listed in Table 27 were listed in the questionnaire and the participating teachers were asked to list activities which they had used to support these suggestions for improving listening instruction. The responses to this section are shown in Table 27.

Specific Responses Regarding Teachers' Listing of Means of Improving Instructional Procedures.--It may be noted in Table 27 that ten teachers or 33 per cent responded to "tie in listening with everyday learning" and listed activities to support this procedure. Ten or 33 per cent responded to the remaining items in identical manner; therefore, the procedures to which these responses were made are listed below: "make pupils sound conscious," "analyze listening habits," "give listening tests," "teach listening directly and indirectly," "don't expect complete learning in one presentation" and "remove potential distractions." Twenty teachers or 66 per cent did not respond to any item by writing activities which they had used.

TABLE 27

NUMBER AND PERCENTAGES OF TEACHERS LISTING ACTIVITIES
USED IN PRESENT SITUATIONS FOR INSTRUCTIONAL
IMPROVEMENT IN LISTENING

Items	Responses		Activities Used by the Teachers
	Num- ber	Per Cent	
1. Tie in listening with every- day learning	10	33	Games, dramatizations, weather forecasts, stories, sharing periods, radio

TABLE 27 - Continued

Items	Responses		Activities Used by the Teachers
	Num- ber	Per Cent	
2. Make pupils sound conscious	10	33	Phonics recordings, musical sounds pronunciations in poems, stories and rhyming words.
3. Analyze listening habits	10	33	Reading aloud-check for comprehension, listening games, listening to sounds
4. Give listening tests	10	33	<u>Weekly Reader Listening Test</u> , short hearing tests, quicky tests after T.V. and radio presentations
5. Make sure pupils know how, why, and what they are listening for	10	33	Following directions for games, seatwork, explanations for radio and T.V.
6. Teach listening directly and indirectly	10	33	Seatwork, stories for comprehension dictation, and debates
7. Don't expect complete learning in one presentation	10	33	Teach and reteach in areas in which listening skills are applied
8. Remove potential distractions	10	33	Provide reading circles, have noisy activities with total group, help pupils adjust to unavoidable distractions

Interpretative Summary.--The limited number of responses to each item in Table 27 were in accord with research in its belief that teachers are not sufficiently trained in the teaching of listening, nor have textbooks offered sufficient information and exercises for effective listening instruction.

Equipment Used by Teachers for Listening Instruction

The questionnaire used in this study provided a section in which the teachers were asked to list any equipment which they used frequently to

improve listening instruction in their particular situation. The responses to this section are given in Table 28.

Specific Responses Regarding Equipment Used by the Teachers.--It may be noted according to the responses in Table 28, that twenty-two teachers or 73 per cent responded to this question and indicated equipment which they had used. Twenty-two or 73 per cent of the teachers had used radios; six or 20 per cent had used televisions; twenty-two or 73 per cent had used tape recorders; twenty-two or 73 per cent had used record players; and one or 3 per cent had used the projector.

TABLE 28

NUMBER AND PERCENTAGES OF TEACHERS LISTING EQUIPMENT USED FOR
LISTENING INSTRUCTION IN THEIR PRESENT SITUATION

Items	Number and Percentage	
1. Radio	22	73
2. Television	6	20
3. Record player	22	73
4. Tape recorder	6	20
5. Projector	1	3

Interpretative Summary.--Consideration of Table 28 resulted in the conclusion that most of the teachers were using radios and record players, while a smaller per cent were using televisions, projectors and tape recorders. Since many of the authorities indicate that these are valuable audio-visual aids for teaching listening, the responses tend to reveal essential harmony of the teachers with authorities in this area. The limited number of responses to the use of televisions might be explained by the

fact that due to over-crowded conditions which prevailed in the school, only a small number of intermediate classes were able to view regularly scheduled television programs. One teacher listed the projector and film projector despite the fact that the writer had observed regular use of this equipment by a majority of the teachers.

CHAPTER IV

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

General Summary of the Research Design

A recent over-whelming focus on listening per se has gradually paved the way for increased attention to its relationship to the total language growth and development of the individual. A prime realization has been the fact that listening is the first in the sequential development of the skill of communication and the most frequently used language art.

For many years, teachers, administrators, and laymen have agreed upon the importance of the language arts in the public schools of our nation. Long have they recognized the obligation of all concerned to do everything possible to promote effective teaching of these subjects in our schools. Despite this wide acceptance of the significant role of language arts in American life, today there is a growing feeling among some educators that language arts teachers are failing in their tremendous responsibilities to American youth. Some authorities believe that teachers are becoming more aware of the need to teach children to listen. The teacher can help the child to overcome poor listening habits by teaching him, on his level of understanding, better ways of listening.

In this age of the spoken word, it is no longer wise to allow children to proceed through school with little or no systematic attention to listening. In view of the need for it, our educators, in the not too distant future, are certain to find ways of including listening training in

their curriculums.

The writer served as a special teacher of corrective reading for two years at the school where she is presently employed. It was noted at this time that much of the difficulty among retarded readers was due to poor listening habits. Pupils did not perform well in writing, reading, speaking and listening. The writer felt that perhaps too little emphasis had been placed on the use of these skills and that the teaching of them should be approached more scientifically. It was the hope of the writer that the results of research on this problem would make teachers conscious of the need for evaluating and improving methods of teaching and of correlating the basic skills with other subjects as the need arises.

The data gathered and interpreted in this study should be beneficial in creating awareness of the developmental nature of listening and of contributing factors influencing it; reveal areas in listening where teachers' reactions might be indicative of strengths or weaknesses; and present information that will aid teachers in planning listening for their pupils.

The problem involved in this study was to determine the extent to which a selected group of elementary school teachers' opinions concerning the nature and development of listening were in accord with research findings and best pedagogical writings.

The general purpose of this study was to determine the thinking undergirding the program of listening in the N. B. Forrest Elementary School, Atlanta, Georgia. More specifically the purposes were:

1. To determine the viewpoints held by teachers in each of the following areas:

- (a) The kinds and levels of listening as identified by teachers

- (b) Listening skills which are important to the learning process as identified by teachers
 - (c) Concepts of listening as identified by teachers
 - (d) Causes of poor listening habits as identified by teachers
 - (e) Characteristics of good listeners as identified by teachers
 - (f) Effective procedures, practices and provisions for listening instruction as identified by teachers
2. To compare findings with research and best pedagogical writings.
 3. To draw implications and recommendations for improvement in the teaching of listening in the school studied.

This study was restricted to thirty elementary school teachers' responses concerning aspects in the teaching of listening and was conducted during the school year of 1960-1961 at the Nathan B. Forrest Elementary School, located in Atlanta, Georgia.

The subjects used in this study were the thirty elementary teachers of the Nathan B. Forrest Elementary School. Of the thirty teachers, two were teaching kindergarten, three were teaching first grade, three were teaching second grade, four were teaching third grade, four were teaching fourth grade, five were teaching fifth grade, three were teaching sixth grade, and three were teaching seventh grade. Three special teachers included a librarian, art instructor, and a teacher of sight saving, whose responsibilities involved all classes. The highest number of teachers were teaching the fifth grade. Most of the teachers were thirty-five years or younger, while eight were above the age of thirty-five. The teachers experience ranged from one to twenty years. Nine of the teachers had from one to two years of experience; eight had four to seven years of experience;

four had taught between eight and nine years; while the remaining nine had taught ten years or more. The teachers' levels of training ranged from four years of college to the completion of the Master's degree by one respondent. Within the group, some had majored in elementary education; others had done graduate work in elementary education, while a larger group had majored in secondary education. Of the thirty teachers, ten had had special courses in language arts. Twenty-seven of the subjects were females, while three were male.

The Descriptive-Survey Method of research was used in this study, with the questionnaire as the main instrument for the collection of data. The questionnaire used in this study was designed to secure the necessary data. It consisted of items based on information gathered from authorities acquainted with the data related to the problem. The questionnaire was made up of many closed form items and some open form items in an effort to encircle the purposes of the study.

The questionnaire was designed and validated by careful choice and arrangement of items and presented to persons competent to judge it.

Specific steps taken in the total research were the following:

1. The necessary permission from the proper school officials was secured.
2. Literature related to the problem was considered, digested and presented in the thesis.
3. The questionnaire was sent to the subjects involved in the study.
4. The data collected were assembled into appropriate tables as a basis for analysis and interpretation.
5. Findings of the study were summarized, conclusions drawn, and

recommendations formulated.

6. The results of the study were presented to the School of Education.

Summary of Related Literature

The pertinent literature with which this study was concerned was based on (1) contemporary trends in the teaching of listening, and (2) findings from related studies. The literature was summarized as follows:

1. There is a dire need for teachers of language arts to be familiar with the nature of listening, and purposes of listening instruction.
2. The best results in listening will be obtained by instruction based upon an integration of several of the modern approaches.
3. There is need to integrate listening with the whole school curriculum.
4. There is need to portray listening as an acquired skill which advances through meaningful experiences with other aspects of the language arts program.
5. To a great extent, teachers' opinions and research findings were in harmony concerning listening.
6. While teachers feel that children spend more time learning through reading, observation reveals that more than half of the classroom time is actually oriented toward learning through listening.
7. There are many problems which face the teacher of listening.

Professional Consensus Regarding Listening

After reviewing the literature related to the major areas of this

study, the writer concluded that the consensus of the authorities is that listening is a communication activity equal in importance and inextricably related to all of the other communicating activities. The teaching of listening is important because listening is the major medium of learning. It is an effective way of learning, an acquired skill which is governed by the physical, mental and emotional status of the individual and is a background for the other language arts. We cannot force listening, and we cannot measure listening. We cannot assume that because a child can hear, he will listen. There is a robot type listening which enables the hearer to repeat back verbatim the words of the teachers. Good teachers are not satisfied with this type of listening, for it does not fulfill the purposes of good teachers who want to improve the child's thinking processes and to involve him deeply in the learning process. It is therefore a necessary essential to effective listening instruction that teachers look for kinds and levels of listening among their pupils and attempt to devise means by which these may be improved. The optimum listening involves purpose, critical thinking, evaluations and communication.

The way one listens is as surely the measure of a man as is the way he speaks. Even the child entering kindergarten has well-developed habits of listening or non-listening, reflecting in large part the listening behavior of his parents. A child's ability to open his ears and his mind to the incoming message is affected by his self-interest and his sensitivity to the feelings of others. Actions and attitudes affect listening. Poor listeners often react by: (a) faking attention to the speaker; (b) calling the subject dull; (c) criticizing the speaker; (d) tolerating or creating distractions; (e) avoiding difficult listening situations; (f) listening only for facts; and (g) trying to outline everything. By contrast, the

good listener is courteous and attentive, is retentive; is interested in the other person, concentrates on comprehension of the incoming message, and controls his emotions and delays his reaction to the message until it is all in and understood. The teachers' attitudes and actions may also have their affect upon the listening of her pupils. She must take an inventory of herself to determine if she is herself a good listener and to devise ways of eliminating poor listening practices which are sometimes used by teachers. If such practices of poor listening as: faking attention, demanding pupil attention and needless repetition are being used, she may take time to listen to her pupils no matter what the matter is at hand; she may make listening a pleasurable experience rather than a threatening one; and she may make a concentrated effort to avoid repeating herself to the point that it may produce boredom among her pupils.

But good listening is more than attitudes and actions; it requires mastery of skills which can be identified and taught. Some of the skills of listening which can be practiced in the classroom are: (a) listening for instructions; (b) locating or formulating the central idea; (c) listening to understand relationships; (d) listening to detect likenesses and differences in sounds; and (e) listening in order to answer questions.

A teacher who plans to teach listening might well start by using any one or a combination of these four general approaches which may be used for effective listening instruction. The direct approach involves a study of the importance and nature of the listening process, factors in the speaker-listener situation, and the attitudes and actions which characterize poor listening. The integrated approach calls for an integration of listening training with the teaching of the other communication skills. The incidental approach is sole dependence upon listening activities to evolve from

the regular classroom procedures without giving any special consideration to it. The eclectic approach combines elements of the direct approach and the integrated approach.

There is no single dramatic method or device for strengthening listening. Rather, astute guidance in many little ways provides the foundation of experiences which seep under the skin of the child. Teachers should provide children with a wide range of listening experiences. Children in the upper grades will listen to speeches and panels on radio and television. They will use tape recorders to record, study, and improve their own diction and voice quality. They will try for the beauty of poetry by reading it aloud to groups of their peers. They will listen, too, to good music, to a variety of assembly programs, to instructions and directions about the performances of difficult tasks, to a great variety of recorded speech and to unusual forms of speech such as those used in drama, poetry and opera. Children will participate in dramatizations and choral readings at their own level, some of which will be informal with some chance for role playing. There will be music and stories to listen to. In the lower grades, these same things will be done on a less sophisticated level.

Findings of the Study

The summary of the basic findings of this study of teachers' opinions about listening as compared with research findings and professional opinion is presented in the sections which follow. The detailed data have been extracted from the analysis and interpretation of data presented in Chapter III.

Kinds and Levels of Listening.---The teachers' responses indicated

that they were in partial agreement with professional opinions concerning levels and kinds of listening which included:

1. Little conscious listening
2. Passive listening
3. Half listening
4. Off again-on again listening
5. Listening: responding with items from own experience
6. Listening: some reactions through questions and comments
7. Listening: some genuine emotional and mental participation

Only four teachers disagreed with authorities in their belief that half listening is a definite level of listening. In general, however, it was noted that the teachers had been able to identify the various levels of listening in their pupils.

Listening Skills.--In the area of listening skills, the teachers' responses revealed that they considered all skills of some importance. None of the respondents minimized the need of such skills, and in a high percentage of responses they rated them as highly important. They indicated, furthermore, in a majority of instances, that pupils were not performing these skills adequately, but that they were responding most effectively in listening for enjoyment and to answer questions. There seemed to be a need for improvement in pupils' listening for:

1. An understanding of relationships
2. Supporting details
3. Main ideas
4. Ability to follow a sequence of ideas

Concepts of Listening.--A relatively high per cent of the respondents were in partial accord with authorities concerning concepts which explain

listening as a purposeful, learning activity which can form a background for speaking, reading and writing. One teacher indicated that listening governed by the physical or emotional status of an individual was of little importance. As a strong support of their understanding of the concepts of listening, nineteen or 63 per cent of the teachers wrote activities and policies which they considered appropriate to the listening program. Some of the activities listed included:

Concepts	Activities
1. Listening as an effective way of learning	Experiments in science, listening for directions, dramatizations, discussions, rhymes, responses from radio and television.
2. Listening governed by physical and emotional status	Showing reaction to music, poorly fed, tired, upset pupils do not listen well.
3. Listening as an acquired skill	Adjusting to different situations, improvement in regularly occurring activities.
4. Listening as a background for speaking, reading and writing	Poems(memorization), debates, club procedures, following directions for seatwork and choral readings.
5. Purposeful listening	Guide pupils or give directions, discuss television and radio programs before exposing them to the pupils.

Behavior of a Poor Listener.---The respondents indicated that they were in partial agreement with authorities in the belief that pupils' reactions can and do indicate poor habits of listening. It was only with regard to what constitutes poor listening that there was some evidence of disagreement between the teachers and professional opinions; the teachers were not unanimous in endorsement of the idea that frequently pupils criticize the speaker and try to outline everything in considerable detail. In general,

though, the high per cent of responses indicating inadequacies in listening tended to reveal that a large proportion of pupils had poor listening habits of distracting, faking attention, calling the subject uninteresting, and choosing only easy materials.

Teachers' Habits of Poor Listening.--The teachers' responses showed that to some extent they were in accord with professional consensus that teachers engage in faking attention, demanding pupil attention and making needless repetitions, all of which are believed to interfere with good listening among pupils. The percentages of teachers reporting frequent or occasional use of these habits ranged from 53 per cent to 76 per cent; while 20 to 43 per cent indicated that they seldom engaged in these undesirable habits. None of the teachers stated that they never practiced such habits; hence, it seemed conclusive that all of the teachers engaged in poor listening, but in varying degrees.

General Approaches in Listening Instruction.--Virtually all of the teachers endorsed the direct, integrated, and the eclectic approaches. This finding tended to indicate that teachers had high regard for the majority of approaches; however, eleven or 36 per cent rejected the incidental approach. Another set of responses showed that a large per cent of the teachers were using the integrated approach, and herein there was harmony with authorities who suggested it be used in elementary schools in preference to any other approach.

Characteristics of the Good Listener.--All teachers supported the idea that good listeners are attentive, retentive and effective in their listening. This finding indicated complete agreement of authorities and teachers regarding the general qualities of good listening, but at the point of selectivity in listening authorities tended to place more value

than did the teachers. Responses to other items in this area led the writer to conclude that the teachers were aware of the need to develop good listeners at all grade levels.

Provisions, Practices, and Procedures for Meeting Listening Needs.--

Fifty per cent of the teachers indicated that there was not ample opportunity for training available to teachers who wished to study the area of listening, nor were there texts offering sufficient materials pertaining to listening. A small percentage of teachers indicated that the latter were available to a limited degree. Twenty-six per cent of the teachers indicated that measures to evaluate listening achievement were not at all available; 60 per cent indicated that there was a limited number of measures for evaluation. The very low percentage to all items pertaining to provisions, practices and procedures led the writer to conclude that a high per cent of the teachers were in harmony with authorities in their belief that professional needs are not being met adequately in the area of listening.

Means of Improving Instructional Procedures.--According to their

unanimous responses, teachers were in complete accord with authorities in the belief that listening should be taught directly and indirectly and that teachers should remove distractions which may interfere with good listening among pupils. The responses of twenty-nine or 96 per cent by the teachers indicating that such measures as tying in listening with everyday learning, using listening tests, analyzing listening habits, instructing pupils in ways to listen and continued use of listening procedures were all means through which listening needs may be improved, indicated that they considered these as important means for listening improvement.

Instructional Equipment Used by Teachers.--The teachers' listing of equipment used by them in their present situation for listening instruction included: radios, televisions, record players, tape recorders and projectors. Seventy-three per cent of them were using radios and record players; while twenty per cent were using televisions and the tape recorder. One teacher indicated the use of the projector. The fact that only seventy-three per cent of the teachers responded to the request for a listing of equipment, led the writer to conclude that the equipment provided by the school could be used to a larger degree in that authorities have indicated that these types of equipment have many valuable uses for the development of effective listening among pupils. The teachers' listings were in accord with those listed by authorities.

Conclusions

Teachers were in total agreement with authorities in two of the areas involved in this study. They were: means of improving instructional procedures and the use of equipment for listening instruction, also they were in total agreement on some items. On the other hand, many of them were in essential agreement with research concerning some areas of listening instruction, while others were in partial agreement; therefore, the findings in this research seemed to warrant conclusions of agreement and partial agreement.

This section presents the following conclusions of agreement:

1. Teachers were in essential agreement with authorities concerning the kinds and levels of listening, listening skills, concepts of listening, identification of habits practiced by poor listeners, identification of habits of poor listening practiced by teachers,

four approaches to be used for listening instruction, identification of the characteristics which indicate the good listener, means of improving instructional procedures and equipment used in listening training.

2. Teachers were in essential agreement with the belief that "Off again-on-again listening" is a prevalent form of listening and indicated regular use of it among their pupils.
3. Teachers totally agreed that "little conscious listening," "Passive listening," "responding from own experiences," "reacting with questions and comments" and "responding with genuine emotional participation" are prevalent levels of listening among pupils.
4. Approximately half of the teachers indicated that their pupils were not achieving the listening skills adequately.
5. Teachers were in essential agreement with the idea that generally, pupils perform more adequately in listening for enjoyment than in any other aural situation.
6. All teachers felt the importance of the following concepts of listening as: an effective way of learning; an acquired skill; a purposeful activity; and a background for speaking, reading and writing.
7. Teachers completely agreed that pupils tolerate and create distractions.
8. Respondents totally agreed that poor listeners often call the subject dull.
9. All subjects felt that good listening habits were in need of improvement in the school studied.

10. Teachers totally agreed that a good listener is skillful, critical, courteous, attentive and retentive.
11. All teachers felt that listening should be taught directly and indirectly and realized the importance of the integrated approach. They did not place as much emphasis upon the incidental approach as they did the other approaches.
12. All teachers felt the need for additional training and information.
13. The teachers realized the importance of equipment such as audio-visual types types in the teaching of listening.
14. All teachers had an awareness of the importance of listening in the language arts program.

This section presents the following conclusions of partial agreement:

1. A few teachers gave evidences of doubt as to whether pupils criticize the speaker and try to outline everything.
2. The subjects did not place high value on the idea that a good listener is selective.
3. A meager per cent of the teachers felt that "half listening" was not a prevalent kind of listening among pupils.
4. Some teachers felt that their pupils were performing in a highly satisfactory manner in listening to follow a sequence of ideas, to understand relationships, and for main ideas in paragraphs.
5. Certain teachers gave evidences of doubt that poor listening habits practiced by teachers sometimes interfere with good listening among pupils.
6. A few teachers felt that demanding the attention of pupils is

necessary for effective instruction.

7. A few teachers felt that listening needs were being met adequately in the schools.
8. The respondents did not indicate that they realized the importance of the use of the tape recorder for listening training.
9. Many of the teachers were unaware that the Weekly Reader provided a listening section.

Implications for Classroom Teachers

The findings and conclusions resulting from this research, seem to justify the following implications:

1. Teachers should be sensitized to the importance of skillful listening as a factor in intelligent communication.
2. Purposeful and critical listening should be concomitants of many listening experiences.
3. Teachers should realize the importance of their being good listeners, and strive to improve their listening habits.
4. There is need for more extensive acquaintance with specific skills, techniques, procedures, materials and resources necessary for more effective listening instruction.
5. There is an imperative need for the teachers to develop a set of objectives or purposes of listening instruction consistent with the findings of research and formulation of authorities through increased in-service programs.
6. There is need for teachers to make full use of available literature which would dispel some confusion in areas of method and process.

Recommendations

In accordance with findings, conclusions and implications, it seemed feasible to recommend:

1. That more emphasis be placed on the role of speaking and listening in the learning process.
2. That the role of language (listening, speaking, reading and writing) in the growth and development of children should be emphasized with special stress on the need for intelligent listeners
3. That definite plans for the improvement of listening be set up by the Nathan Forrest School, with a more or less experimental approach, which might attempt to develop skills at the respective grade levels
4. That present curriculum guides used in the Atlanta Public School System be revised and include a section on listening
5. That teachers at the Nathan Forrest School make more extensive use of the professional books and monthly periodicals available in the library
6. That the present testing programs include tests for evaluating the listening behavior of all pupils
7. That teachers at the Nathan Forrest School make wider use of the equipment provided by the school through which listening may be improved
8. That teachers who have not had courses in language arts take in-service training in language arts or pursue such training at universities.

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A P P E N D I X

TEACHER'S OPINIONS ABOUT LISTENING

As long as individuals differ among themselves there will be reasons for educational workers to share with each other in efforts to find approaches and procedures best suited to varying needs, interests of pupils and students. At present, listening is a facet of language which needs our mutual exchange of ideas. Please answer each question. Thank you.

Please note: It is not necessary for you to sign your name. Please fill in the blanks provided below:

1. What grade do you teach? _____

2. Check your sex, M. _____ F. _____

3. College from which you graduated

Name and location of Institution

Graduate StudyName and location of Institution

One semester _____

Two semesters _____

More than two semesters _____

Master's Degree _____

Doctor's Degree _____

Post Graduate Study

One semester _____

Two semesters _____

More than two semesters _____

4. Have you had special courses in Language Arts? Yes _____ No _____
5. Check your age group.
- 25 or under _____
- 35 or under _____
- Above 35 _____
6. Number of pupils in your class _____
7. Were you an elementary major in college? Yes _____ No _____
8. Did you do your graduate work in elementary education? Yes _____ No _____
9. What kind of certificate do you hold? _____
10. How long have you taught? _____
- (a) On the primary level _____
- (b) On the intermediate level _____
- (c) On the present job _____

PART I

By checking the space provided (), please indicate below whether you accept the following statements concerning the kind of listening needs, effective instruction, in listening skills, goals of listening instruction, classroom analysis of listening needs, and causes of poor listening habits.

Research has indicated that one finds in children's responses a number of kinds and levels of listening. Please indicate whether you agree or disagree with a given statement, and, if so - check the word which most nearly describes the extent to which this kind of listening is prevalent in your situation.

1. At the level of little conscious listening pupils are distracted by people and things in the environment.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

2. In passive listening there is apparent absorption but little or no reaction.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

3. Half listening is characterized by pupil's holding fast to their own ideas.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

4. In off-again-on-again listening the pupil enters mentally into what is said if and when it is closely related to his own experience.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

5. This type of listening is recognized by pupils responding with items from their own experiences as a result of associations brought to mind.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

6. In this type of listening the pupils exhibit some reactions through questions or comments.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

7. In this type of listening the pupils respond with some genuine emotional and mental participation.

Agree _____ Disagree _____

To what extent would you say that this level of listening is prevalent within your teaching situation?

Frequently _____ Occasionally _____ Seldom _____

PART II

According to best thinking in the field, listening skills which are important in the learning process include many varied activities. Please indicate the extent to which you consider each skill basic to pupil success, and then check the word which most nearly describes its present status within your specific school situation.

1. Listening to detect likenesses and differences in sounds of letters.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactory _____ Satisfactorily _____ Poorly _____

2. Listening in order to understand instructions.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactory _____ Satisfactorily _____ Poorly _____

3. Listening in order to answer questions.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactory _____ Satisfactorily _____ Poorly _____

4. Listening in order to follow a sequence of ideas.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactory _____ Satisfactorily _____ Poorly _____

5. Listening to understand relationships.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactory _____ Satisfactorily _____ Poorly _____

6. Listening to detect the main ideas in a paragraph.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill? Highly satisfactory _____ Satisfactorily _____ Poorly _____

7. Listening to supporting details.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactorily _____ Satisfactorily _____ Poorly _____

8. Listening for enjoyment, to interpret literature.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactorily _____ Satisfactorily _____ Poorly _____

9. Listening to predict outcomes.

How would you consider this skill?

Highly important _____ Of some importance _____ Seldom needed _____

To what extent would you say that your pupils have mastered this skill?

Highly satisfactorily _____ Satisfactorily _____ Poorly _____

PART III

Recent studies point out these concepts as worthy of consideration in efforts to improve the listening skill. Please indicate the extent to which you consider each of them important and list any specific school policies or activities (if any) which would support any importance which you might attach to them.

1. Listening is an effective way of learning.

How would you consider the concept?

Highly important _____ Of some importance _____ Of little value _____

List activities or policies supporting any indication of importance.

2. Listening ability is governed by physical, mental and emotional status of the individual.

How would you consider the concept?

Highly important _____ Of some importance _____ Of little value _____

List activities or policies supporting any indication of importance.

3. Listening is an acquired skill, and growth advances in an orderly fashion through developmental levels.

How would you consider the concept?

Highly important _____ Of some importance _____ Of little value _____

List activities or policies supporting any indication of importance.

4. There must be a purpose for listening.

How would you consider the concept?

Highly important _____ Of some importance _____ Of little value _____

List activities or policies supporting any indication of importance.

5. Listening is a background for speaking, reading and writing.

How would you consider the concept?

Highly important _____ Of some importance _____ Of little value _____

List activities or policies supporting any indication of importance.

PART IV

Authoritative studies indicate that the behavior of a poor listener may be recognized through the following reactions. Please indicate your agreement with the fact that such reactions exist, and then indicate the extent to which the reaction is prevalent in your situation.

1. Faking attention

Do you consider this a possible reaction of the poor listener?

Agree _____ Disagree _____

To what extent would you say that this reaction is prevalent within your specific school situation?

Frequently _____ Occasionally _____ Seldom _____

2. Calling the subject dull

Do you consider this a possible reaction of the poor listener?
 Agree _____ Disagree _____

To what extent would you say that this reaction is prevalent
 within your specific school situation?

Frequently _____ Occasionally _____ Seldom _____

3. Tolerating distraction

Do you consider this a possible reaction of the poor listener?
 Agree _____ Disagree _____

To what extent would you say that this reaction is prevalent
 within your specific school situation?

Frequently _____ Occasionally _____ Seldom _____

4. Choosing only what is easy

Do you consider this a possible reaction of the poor listener?
 Agree _____ Disagree _____

To what extent would you say that this reaction is prevalent
 within your specific school situation?

Frequently _____ Occasionally _____ Seldom _____

5. Criticizing the speaker

Do you consider this a possible reaction of the poor listener?
 Agree _____ Disagree _____

To what extent would you say that this reaction is prevalent
 within your specific school situation?

Frequently _____ Occasionally _____ Seldom _____

6. Trying to outline everything

Do you consider this a possible reaction of the poor listener?
 Agree _____ Disagree _____

To what extent would you say that this reaction is prevalent
 within your specific school situation?

Frequently _____ Occasionally _____ Seldom _____

PART V

Research has indicated that some teachers practice certain habits which probably interfere with good listening among pupils. Please indicate your agreement or disagreement with the fact that such reactions may retard listening, and then indicate the extent to which you may practice such techniques.

1. Inattention or faked attention when some other matter is more pressing.
 Do you consider this a possible reaction on the part of a teacher?

Agree _____ Disagree _____

To what extent would you say that you practice such techniques?
Frequently____ Occasionally____ Seldom____ Never____

2. Needless repetition breeds bad listening habits by creating boredom or false sense of security.

Do you consider this a possible reaction on the part of a teacher?

Agree____ Disagree____

To what extent would you say that you practice such techniques?
Frequently____ Occasionally____ Seldom____ Never____

3. Demanding pupil attention rather than allowing it to be regarded as a pleasant privilege.

Do you consider this a possible reaction on the part of a teacher?

Agree____ Disagree____

To what extent would you say that you practice such techniques?
Frequently____ Occasionally____ Seldom____ Never____

PART VI

Research studies indicate that four general approaches may be used effectively in the teaching of listening at any grade level.

1. The direct approach requires an allocation of class time for study of the importance of listening, its nature, and factors involved in the speaker-learner situation.

Would you consider this a valid approach in the teaching of listening?

Agree____ Disagree____

To what extent is this approach adopted and practiced within your school situation?

Regularly____ Incidentally____ Never____

2. The integrated approach calls for a re-orientation of the teaching of reading and writing to tie in the listening training with the teaching of the other communication skills.

Would you consider this a valid approach in the teaching of listening?

Agree____ Disagree____

To what extent is this approach adopted and practiced within your school situation?

Regularly____ Incidentally____ Never____

3. The incidental approach is an assumption that the skill of listening is being developed as incidental learning.

Would you consider this a valid approach in the teaching of listening?

Agree____ Disagree____

To what extent is this approach adopted and practiced within your school situation?

Regularly____ Incidentally____ Never____

4. The eclectic approach combines elements of the direct approach and the integrated approach.

Would you consider this a valid approach in the teaching of listening?

Agree____ Disagree____

To what extent is this approach adopted and practiced within your school situation?

Regularly____ Incidentally____ Never____

PART VII

Recent studies point out desirable qualities which characterize the good listener.

1. A good listener is one who not only knows how to listen, but actually does listen.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree____ Disagree____

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident____ Occasionally evident____ Seldom____

2. A good listener must be selective in his choice of what to listen to.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree____ Disagree____

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident____ Occasionally evident____ Seldom____

3. A good listener is a skillful one who can identify the main ideas in what he is listening to.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree____ Disagree____

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident___ Occasionally evident___ Seldom___

4. A good listener is a critical listener, who is concerned about the speaker's purposes and motives.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree___ Disagree___

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident___ Occasionally evident___ Seldom___

5. A good listener is a courteous considerate listener.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree___ Disagree___

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident___ Occasionally evident___ Seldom___

6. A good listener is attentive.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree___ Disagree___

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident___ Occasionally evident___ Seldom___

7. A good listener is retentive. He remembers what he has heard and adds it to knowledge previously acquired.

Would you agree or disagree with this characteristic as descriptive of the good listener?

Agree___ Disagree___

To what extent would you say that this quality is prevalent among the pupils with whom you work?

Highly evident___ Occasionally evident___ Seldom___

PART VIII

Recent studies point out that listening needs may be met by certain provisions, procedures, and practices.

1. Training in the teaching of listening

Would you agree or disagree with this provision?

Agree _____ Disagree _____

To what extent would you say that this listening need is being met within your situation?

Adequately _____ To a limited degree _____ Not at all _____

2. Texts offering co-ordinated materials and exercises for teaching listening

Would you agree with this provision?

Agree _____ Disagree _____

To what extent would you say that this listening need is being met within your situation?

Adequately _____ To a limited degree _____ Not at all _____

3. Reliable and valid measures to evaluate listening proficiency of pupils at various grade levels

Would you agree or disagree with this practice?

Agree _____ Disagree _____

To what extent would you say that this listening need is being met within your situation?

Adequately _____ To limited degree _____ Not at all _____

PART IX

According to authorities in the field, listening procedures may be improved through means such as the ones listed below.

1. Tie in listening improvement with everyday learning.

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure, list any activities which you have used to improve listening in your particular situation.

2. Make pupils "Sound Conscious."

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure list any activities which you have used to improve listening in your particular situation.

3. Give listening tests.

Do you agree with this suggestion or disagree with it?

Agree _____ Disagree _____

If you agree with this procedure list any activities which you have used to improve listening in your particular situation.

4. Analyze pupils' listening habits.

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure list any activities which you have used to improve listening in your particular situation.

5. Make certain that pupils know why they are to listen, what they are to listen for, and how they are to listen.

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure, list any activities which you have used to improve listening in your particular situation.

6. Teach listening directly and indirectly

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure, list any activities which you have used to improve listening in your particular situation.

7. Don't expect complete learning in one presentation

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure, list any activities which you have used to improve listening in your particular situation.

8. Remove potential distractions to good listening and help pupils adjust to those that cannot be avoided.

Do you agree or disagree with this suggestion?

Agree _____ Disagree _____

If you agree with this procedure, list any activity which you have used to improve listening in your particular situation.

PART X

Please list below any equipment which you use frequently in effort to improve the listening levels of your pupils.
